DOCUMENT RESUME

ED 321 509 EC 231 830

TITLE	Efficacy of P.L. 94-142 and the Implementation of the LRE Concept. Computer Search Reprint No. C579.
INSTITUTION	Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Apr 90
CONTRACT	RI88062007
NOTE	91p.; For related documents, see EC 231 831-832.
AVAILABLE FROM	Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C579, $16.00 nonmembers; $12.80 members).
PUB TYPE	Reference Materials - Bibliographies (131) -- Information Analyses - ERIC Information Analysis Products (071)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Mainstreaming; Normalization (Handicapped); Program Effectiveness; Regular and Special Education Relationship
IDENTIFIERS	*Education for All Handicapped Children Act

ABSTRACT

The computer search reprint provides abstracts of 118 references concerned with the efficacy of Public Law 94-142 (the Education for All Handicapped Children Act) and the least restrictive environment concept. Citations were selected from the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases. Introductory sections explain: how citations are arranged; what information is provided; how to locate actual copies of journal articles, documents, and products; and a sample reference. Also provided is a list of source journals with addresses and an ERIC Document Reproduction Service order form. Abstracts are arranged alphabetically by author within separate sections for each database. An additional section lists (without abstracts) eight resources not currently in the databases. (DB)

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No. C579

Efficacy of P.L. 94-142 and the Implementation of the LRE Concept

118 Abstracts -- April 1990

The Council for Exceptional Children
IC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, VA 22091

CONTENTS

I. Introduction

II. Resources on the Regular Education Initiative

III. Understanding a Computer Search of ERIC and ECER Documents

IV. ERIC Abstracts

V. ECER Abstracts

VI. Resources Not Currently in the Databases

SECTION I

Introduction

Introduction

This Computer Search Reprint is designed to introduce the student and/or researcher to the current literature in the field. The monograph consists of the following sections.

Section I: Introduction provides an overview of the contents of the Computer Search Reprint.

Section II: Resources on the Regular Education Initiative (REI) describes the series of three Super Search Reprints on the REI literature.

Section III: Understanding a Computer Search of ERIC and ECER Documents details the information necessary to productively use the bibliographic citations from the Educational Resources Information Center (ERIC) and Exceptional Child Educational Resources (ECER) databases. This section describes the arrangement of articles from ERIC and ECER and explains the DIALOG Information Services' printout format. Section III also informs readers how to locate actual copies of journal articles, documents, and other products listed in the search, and provides sample order forms for the ERIC Document Reproduction Service (EDRS).

Section IV: ERIC Abstracts and Section V: ECER Abstracts are reprints of on-line searches of the DIALOG Information Services System.

The ERIC and ECER abstracts cited above are supplemented by a further bibliographic listing in Section VI: Resources Not Currently in the Databases.

This product was prepared with funding from the U.S. Department of Education, Office of Educational Research and Improvement (OERI), under contract no. RI88062007. The opinions expressed in this document do not necessarily reflect the positions or policies of OERI or the Department of Education.

SECTION II

Resources on the Regular Education Initiative

Resources on the Regular Education Initiative

Background

The idea of compiling a comprehensive annotated bibliography encompassing documents and articles in the ERIC and Exceptional Child Education (ECER) databases on the topic of the Regular Education Initiative (REI) originated in May 1988. Under the leadership of Thomas M. Skrtic, Chairperson of the ERIC Special Education/Regular Education Partnership Task Force, the project was launched by the ERIC Clearinghouse on Handicapped and Gifted Children. The objective was to identify and organize the REI literature into a usable resource document that could serve as the foundation for future research and discussion. Originally, there was to be one collection with several chapters. By the time the project was concluded, however, it was clear that the information would be more useful if it was divided into separate collections:

Efficacy of P.L. 94-142 and the Implementation of the LRE Concept

The Regular Education Initiative: Rationales For and Against

Practices Consistent with the Regular Education Initiative

Searching and Sorting

The first phase in the development of these documents entailed the task of sorting hundreds of abstracts from the ERIC database into categories. To accomplish this enormous task, Dr Skrtic enlisted the help of Research Assistant Professor Ron Wolf at West Virginia University. Originally the citations were sorted into fourteen categories of which seven were considered central to the issue at hand: P.L. 94-142 Efficacy; P.L. 94-143 Features; REI Proposals; REI Practices; Critique of REI Practices; Critique of REI Proposals; and Theoretical/Alternative Perspectives. In addition to sorting the existing citations into categories, Dr. Wolf and his team of graduate students identified additional resources to add to the original list.

The second phase of the work involved the printing of several separate smaller searches that included the selected documents from relevant categories. Six searches were created: Efficacy of P.L. 94-142 Implementation; REI: Rationales for and Explications of the Concept; REI: Specific Practices Consistent with the Concept; Critiques of the Regular Education Initiative; Critiques of Practices Associated with the Regular Education Initiative; and Theoretical Perspectives on the Concepts of Special Education and Disability.

The new set of searches were then sent to educators actively involved in the REI debate, as well as those who have been studying all aspects of P.L. 94-142 implementation.

Ten reviewers were invited to participate in the process. Because of the demanding nature of the task, not all reviewers were able to respond. Listed below are those who helped with the final selection and made suggestions for additional documents:

Steven R. Forness
University of California, Los Angeles

Alan Gartner
The Graduate School and University Center
of the City University of New York

Laurance M. Lieberman
Special Education Consultant
Newtonville, MA

John Lloyd
University of Virginia

Susan Stainback
University of Northern Iowa

Comments from each reviewer were carefully considered as ERIC staff molded the final documents into usable collections. Documents identified by reviewers as essential to the issues were searched for in both the ERIC and the ECER databases and added to the list of resources. In cases where the documents were not found, they appear without abstracts on a list of additional resources. These materials, for the most part, have been requested and will be abstracted for future editions of these searches. Many of the documents were too new to have been processed.

The final selection of three reprint topics resulted from the substantial overlap in certain categories. For example, documents dealing with the rationales related to the REI concept also deal with the theoretical and alternative perspectives that surround the issues.

The building of these search reprints would have been impossible without the professional contributions of those who donated their time and effort to the task. In addition to the reviewers named above, sincere appreciation is also extended to the following graduate assistants:

Melody J. Tankersley, University of Virginia; Robin Bolling, Jean C. Faieta, Elizabeth Dooley, Lisa Bloom and Angela Humphreys-Lipinski, West Virginia University.

Other Products Available From The Council for Exceptional Children

No. M21 Alternative Views and Theoretical Applications in Special Education is an audiotape album containing eight presentations recorded at the 1989 CEC Preconvention Training Program in San Francisco, CA. Individual tapes include:

No. M10 Four Paradigms of Social Scientific Thought: Multiple Views of Special Education and Disability. Presenter: Tom Skrtic

No. M11 Special Education and Disability from a Functionalist View. Presenter: Tom Skrtic

No. M12 Special Education and Disability from a Structuralist View. Presenter: Sally Tomlinson

No. M13 Special Education and Disability from an Interpretivist View. Presenters: Diane and Philip Ferguson

No. M14 Special Education and Disability from a Humanist View. Presenter: Dwight Kiel

No. M15 Using the Radical Structuralist Paradigm to Examine the Creation and Use of Learning Disabilities. Presenter: Christine Sleeter

No. M16 Holism or: There is no Substitute for Real Life Purposes and Processes. Presenter: Lous Heshusius

No. M17 Toward a Metatheory of School Organization and Adaptability: Special Education and Disability as Organizational Pathologies. Presenter: Tom Skrtic

Other Audiotapes on Evolving Practices in Special Education

No. M18 Managing Change and Team Building. Presenter: Alan Coulter

No. M19 Accommodating for Greater Student Variance in Local Schools. Presenters: Richard Villa and Jacqueline Thousand

No. M20 Effective Supervision. Presenter: Stevan Kukic

Publications

R315 A Special Educator's Perspective on Interfacing Special and General Education: A Review for Administrators. David E. Greenburg

Order Products from:

The Council for Exceptional Children
Dept. KOO450
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

SECTION III

Understanding a Computer Search of ERIC and ECER Documents

Understanding a Computer Search of ERIC and ECER Documents

This section provides information on:

(1) how to read citations from the ERIC and ECER databases.

(2) how to locate and/or order journal articles and other documents from libraries, ERIC Document Reproduction Service (EDRS), and University Microfilms International (UMI).

How Are Citations Arranged?

This Computer Search Reprint is derived from two databases: 1) the ERIC database which contains over 400,000 journal annotations and 300,000 education related document abstracts and, 2) the Exceptional Child Education Resources (ECER) database which supplements ERIC and contains more than 70,000 abstracts of published literature in special education. Because it is not possible to merge these databases, there are two sections to your search. The first section is drawn from the ERIC database and the second section includes additional abstracts from the ECER database. Each section is arranged alphabetically by author.

What Information is Provided?

Each reference contains three sections: bibliographic information, indexing information, and an abstract of the document. (NOTE: Journal article citations from the ERIC database, those with an EJ number, may have no abstract or only a brief annotation.

(1) The bibliographic section provides:

a. Document identification or order number (ED, EJ, or EC)
b. Publication date
c. Author
d. Title
e. Source or publisher
f. Availability (most documents are <u>not</u> available from the Clearinghouse or CEC)

(2) The descriptors and identifiers indicate the subject matter contained in the document.

(3) The abstract provides an overview of document contents.

Sample references are enclosed to clarify the various parts of a citation.

How Do You Locate Actual Copies of Journal Articles, Documents, and Products Listed in Your Search?

Four basic types of references will appear in your search:

(1) Journal articles
(2) Documents available from the ERIC system

(3) Commercially published materials
(4) Doctoral dissertations

Please note that CEC Information Services/ERIC Clearinghouse on Handicapped and Gifted Children does not provide copies of any of the documents or articles in your search except those published by CEC.

Journal Articles

Copies of journal articles can usually be obtained from one or more of these sources:

a. The periodical collection of a library
b. The journal publisher (see Source Journal Index enclosed for addresses of publishers)
c. University Microfilms International or other article reprint services

A reprint service is available from University Microfilms International (UMI) for many of the journals cited in your search. A note may appear in the citation that a reprint is available from UMI. If not, check the Source Journal Index enclosed, the journal list in the front of a recent issue of Current Index to Journals in Education (CIJE), or call UMI. Check the latest issue of CIJE for current UMI prices.

UMI articles are reproduced to approximately original size, to a maximum of 8 1/2 x 11 inches. All material on a page is copied, including advertising. Line drawings such as maps, tables, or illustrations are reproduced with close approximation to the originals. Photographs do not reproduce well, but arrangements can be made for special high-quality reproduction on photographic paper. The scheduled turnaround time from UMI is three days, and the price includes postage via first class mail.

Please include author, title of article, name of journal, volume, issue number, and date for each article required.

Send to:

Article Copy Service - CIJE
University Microfilms International
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Ann Arbor, MI 48106
800/521-0600

ERIC Documents

ERIC documents will have an ED number (ED followed by six digits) in the first line of the citation. Many of these documents are part of the ERIC Microfiche Collection. There are over 600 libraries in the U.S. which subscribe to the ERIC Microfiche Collection. In these libraries you can see and often make copies of these documents (for a minimal fee). If you would like to know the location of the ERIC Microfiche Collection nearest you, you can call CEC/ERIC at 703/264-9474.

Copies of most ERIC documents are also available from the ERIC Document Reproduction Service (EDRS). You can use the order form enclosed to order these documents. (Please note: The EDRS prices quoted in the citation may be out of date. Use the current EDRS order form enclosed to compute the correct price based on the number of pages of the document)

To find out if a document is available from EDRS, check the first line of the citation for an ERIC Document number (an ED followed by six digits). Occasionally, you will see ED followed by an abbreviation for a month and the letters RIE (e.g., EDJUNRIE). This indicates that the ED number was

not available when the abstract was produced, but the document will be available from EDRS. Next to "EDRS" you may also find one of these notations:

Not available - This document is not available from EDRS. Check the citation for another source of availability.

MF;HC - The document is available from EDRS in either a microfiche or paper copy format.

MF - The document is only available on microfiche.

Commercially Published Materials

Citations of commercially published materials (books, films, cassettes, training packages, and other materials) will include the publisher's name and address and a price (whenever possible). If you cannot find these materials in a library or resource center, they can be purchased from the publisher.

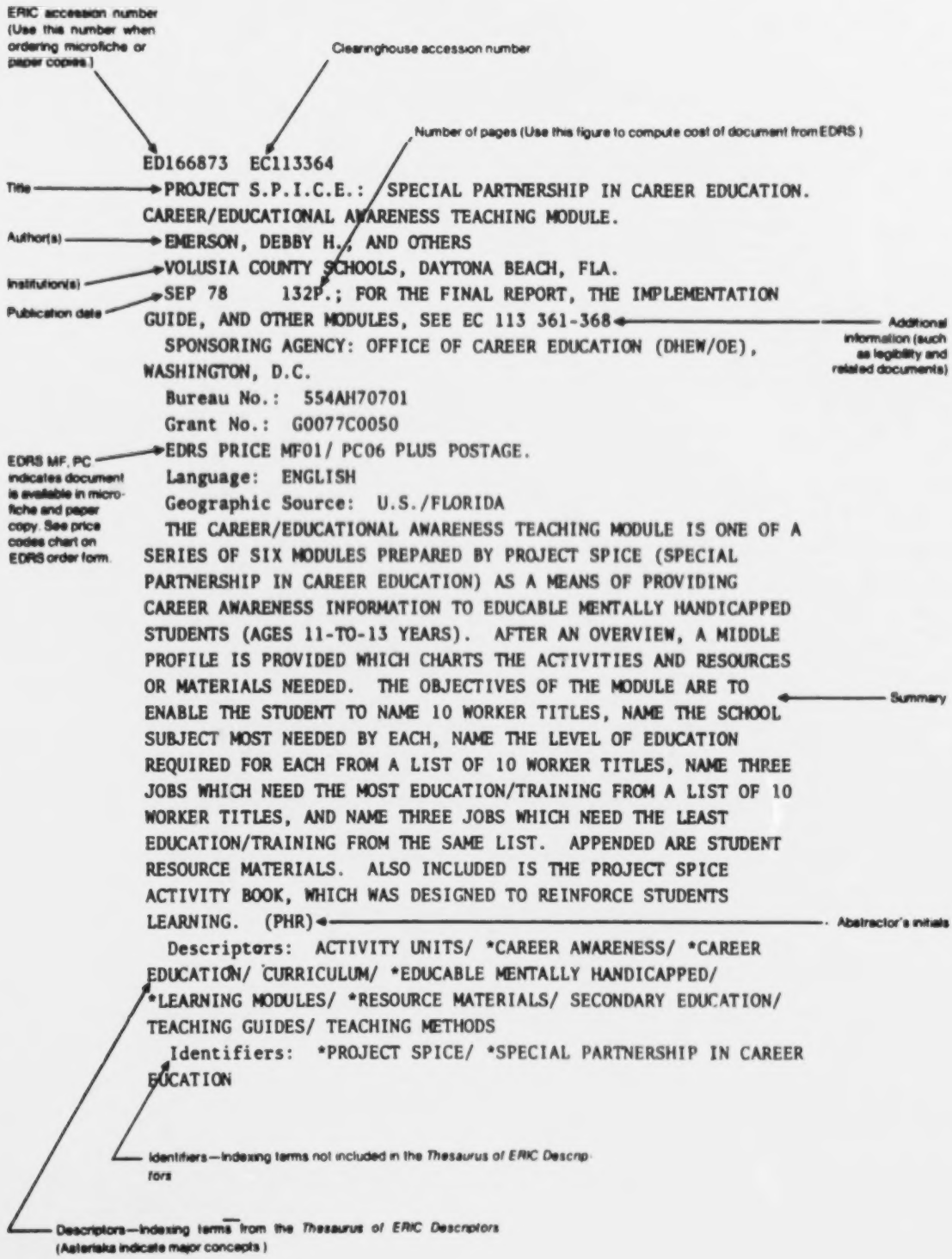
Doctoral Dissertations

Copies of doctoral dissertations may be purchased from University Microfilms International (UMI). The address for ordering, order number, and prices are provided in the citations.

If you have any questions about your computer search, you are welcome to call CEC/ERIC at 703/264-9474.

SAMPLE REFERENCES

ERIC Document


ERIC accession number (Use this number when ordering microfiche or paper copies.)
Clearinghouse accession number
Number of pages (Use this figure to compute cost of document from EDRS.)
ED166873 EC113364
Title → PROJECT S.P.I.C.E.: SPECIAL PARTNERSHIP IN CAREER EDUCATION. CAREER/EDUCATIONAL AWARENESS TEACHING MODULE.
Author(s) → EMERSON, DEBBY H., AND OTHERS
Institution(s) → VOLUSIA COUNTY SCHOOLS, DAYTONA BEACH, FLA.
Publication date → SEP 78 132P.; FOR THE FINAL REPORT, THE IMPLEMENTATION GUIDE, AND OTHER MODULES, SEE EC 113 361-368
Additional information (such as legibility and related documents)
SPONSORING AGENCY: OFFICE OF CAREER EDUCATION (DHEW/OE), WASHINGTON, D.C.
Bureau No.: 554AH70701
Grant No.: G0077C0050
EDRS MF, PC indicates document is available in microfiche and paper copy. See price codes chart on EDRS order form.
EDRS PRICE MF01/ PC06 PLUS POSTAGE.
Language: ENGLISH
Geographic Source: U.S./FLORIDA
THE CAREER/EDUCATIONAL AWARENESS TEACHING MODULE IS ONE OF A SERIES OF SIX MODULES PREPARED BY PROJECT SPICE (SPECIAL PARTNERSHIP IN CAREER EDUCATION) AS A MEANS OF PROVIDING CAREER AWARENESS INFORMATION TO EDUCABLE MENTALLY HANDICAPPED STUDENTS (AGES 11-TO-13 YEARS). AFTER AN OVERVIEW, A MIDDLE PROFILE IS PROVIDED WHICH CHARTS THE ACTIVITIES AND RESOURCES OR MATERIALS NEEDED. THE OBJECTIVES OF THE MODULE ARE TO ENABLE THE STUDENT TO NAME 10 WORKER TITLES, NAME THE SCHOOL SUBJECT MOST NEEDED BY EACH, NAME THE LEVEL OF EDUCATION REQUIRED FOR EACH FROM A LIST OF 10 WORKER TITLES, NAME THREE JOBS WHICH NEED THE MOST EDUCATION/TRAINING FROM A LIST OF 10 WORKER TITLES, AND NAME THREE JOBS WHICH NEED THE LEAST EDUCATION/TRAINING FROM THE SAME LIST. APPENDED ARE STUDENT RESOURCE MATERIALS. ALSO INCLUDED IS THE PROJECT SPICE ACTIVITY BOOK, WHICH WAS DESIGNED TO REINFORCE STUDENTS LEARNING. (PHR)
Summary
Abstractor's initials
Descriptors: ACTIVITY UNITS/ *CAREER AWARENESS/ *CAREER EDUCATION/ CURRICULUM/ *EDUCABLE MENTALLY HANDICAPPED/ *LEARNING MODULES/ *RESOURCE MATERIALS/ SECONDARY EDUCATION/ TEACHING GUIDES/ TEACHING METHODS
Identifiers: *PROJECT SPICE/ *SPECIAL PARTNERSHIP IN CAREER EDUCATION
Identifiers—Indexing terms not included in the Thesaurus of ERIC Descriptors
Descriptors—Indexing terms from the Thesaurus of ERIC Descriptors (Asterisks indicate major concepts.)

*Note: EDRS MF indicates microfiche reproduction only

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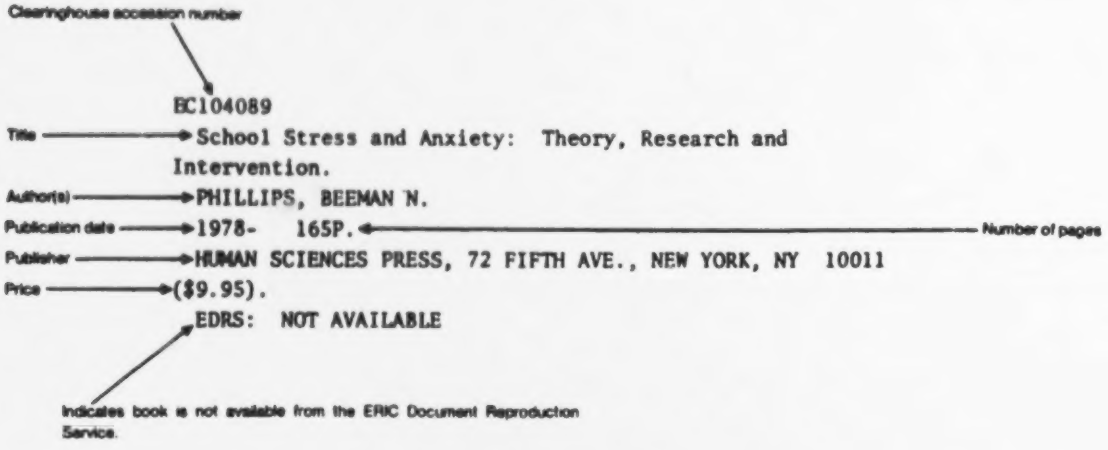
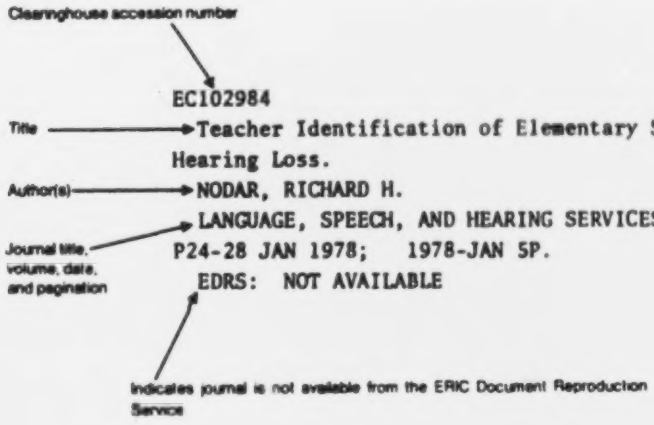


Journal Article


Clearinghouse accession number
EC102984
Title
Teacher Identification of Elementary School Children with Hearing Loss.
Author(s)
NODAR, RICHARD H.
Journal title, volume, date, and pagination
LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS; V9 N1 P24-28 JAN 1978; 1978-JAN 5P.
EDRS: NOT AVAILABLE
Indicates journal is not available from the ERIC Document Reproduction Service

ECER Source Journal Index

CEC regularly receives more than 200 journals that are scanned for material concerning exceptional children. Articles selected on the basis of established criteria are abstracted and indexed for EXCEPTIONAL CHILD EDUCATION RESOURCES (ECER). Some of these articles are indexed and submitted for announcement in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), an Educational Resources Information Center (ERIC) publication. The following list is of journals from which articles were abstracted (current, April 1990).

****Academic Therapy**, Pro-ed Journals, 8700 Shoal Creek Blvd., Austin TX 78758-6897

***ACEHI Journal**, University of Alberta, Dept. of Educ. Psychology, 6-102 Education North, Edmonton, Alberta, T6G 2G5 Canada

Advanced Development, Snowpeak Publishing Co., Inc., P.O. Box 3489, Littleton, CO 80122

****American Annals of the Deaf**, 814 Thayer Ave., Silver Spring, MD 20910

American Education, Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402

American Journal of Art Therapy, Vermont College of Norwich University, Montpelier VT 05602

***American Journal of Occupational Therapy**, 6000 Executive Boulevard, Suit 200, Rockville MD 20852

****American Journal on Mental Retardation**, 1719 Kalorama Rd., NW, Washington DC 20009

American Rehabilitation, Superintendent of Documents, U.S.G.P.O., Washington DC 20402

****Analysis and Intervention in Developmental Disabilities**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523 (Incorporated in **Research in Developmental Disabilities**)

****Annals of Dyslexia**, The Orton Dyslexia Society, 724 York Rd., Baltimore MD 21204 (Formerly Bulletin of the Orton Society)

Archives of Disease in Childhood, B.M.A. House, Tavistock Sq., London WC1H 9JR England

Art Therapy, The American Art Therapy Association, Inc., 5999 Stevenson Ave., Alexandria VA 22304

Arts in Psychotherapy, Ankho International, Inc., 7374 Highbridge Terrace, Fayetteville NY 13066

***ASHA**, American Speech and Hearing Association Journal, 10801 Rockville Pike, Rockville MD 20852

Assignment Children (Les Connets de L'Enfance), UNICEF, Palais Wilson, C.P. 11, 1211, Geneve 4, Suisse

Augmentative and Alternative Communication (AAC), Williams & Wilkins, 428 E. Preston St., Baltimore MD 21202

Australasian Journal of Special Education, Business Mgr., 3 Ocean View Crescent, Mt. Osmond, S. Australia 5064

****Australia and New Zealand Journal of Developmental Disabilities**, P.O. Box 255, Carlton, South Victoria 3053, Australia, F.W. Faxon Co., Inc., 15 Southwest Park, Westwood MA 02090

Australian Journal of Remedial Education, 319 High St., Kew 131, Australia

***B.C. Journal of Special Education**, Special Education Association, British Columbia, 2031 Long St., Kelowna BC V1Y 6K6, Canada

Behavior in our Schools, Buena Vista College, Fourth & College Sts., Storm Lake, IA 50588

***Behavior Modification**, Sage Publications, 2111 W. Hillcrest Drive, Newbury Park CA 91320

****Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, 2805 E. 10th St., Bloomington IN 47401

Behaviour Problems Bulletin, Victoria College-Burwood Campus, 221 Burwood Highway, Burwood, Victoria 3125 Australia

British Journal of Physical Education, Ling House, 162 King's Cross Road, London WCIX 9DH England

****British Journal of Special Education** (formerly **Special Education Forward Trends**), National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

British Journal of Visual Impairment, c/o South Regional Assn. for the Blind, 55 Eton Ave., London NW3, England 3ET

Bulletin of the Tokyo Metropolitan Rehabilitation Center for the Physically & Mentally Handicapped, 43 Toyama-cho, Shinjuku-ku, Tokyo, Japan

****Canadian Journal of Special Education**, University of British Columbia, 2125 Main Hall, Vancouver B.C. Canada V6T 1Z5

****Career Development for Exceptional Individuals**, Division on Career Development, Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington IN 47401

Challenge: Reaching & Teaching the Gifted Child, Box 299, Carthage IL 62321-0299

***Child Abuse and Neglect, The International Journal**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523

***Child and Family Behavior Therapy**, Haworth Press, 149 Fifth Ave., New York NY 10010

Child & Youth Services, The Haworth Press, Inc., 28 E. 22nd St., New York NY 10010

***Child: Care, Health and Development**, Blackwell Scientific Publications, Ltd., Osney Mead, Oxford OX20EL England

****Child Care Quarterly**, Human Sciences Press, 72 Fifth Ave., New York NY 10011

Child Psychiatry and Human Development, Human Sciences Press, 72 Fifth Ave., New York, NY 10011

****Child Welfare**, 67 Irving Place, New York NY 10003

Children & Youth Services Review, Pergamon Press, Fairview Park, Elmsford NY 10523

Children's Health Care, Association for the Care of Children's Health, 3615 Wisconsin Ave., NW, Washington DC 20016

Children's Legal Rights Journal, William S. Heen & Co., Inc., 1285 Main St., Buffalo NY 14209

The Clinical Neuropsychologist, SWETS, North America, Inc., Box 517, Berwyn PA 19312

Creative Child & Adult Quarterly, 8080 Springvalley Dr., Cincinnati OH 45236

Creativity Research Journal, 320 South Stanford St., La Habra CA 90631

Deaf American, 5125 Radnor Road, Indianapolis IN 46226

***Developmental Medicine and Child Neurology**, J.B. Lippincott Co., East Washington Sq., Philadelphia PA 19105

****Diagnostique**, Bulletin of the Council for Educational Diagnostic Services, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

Directive Teacher, The Ohio State University, 356 ARPs Hall, 1945 N. High St., Columbus OH 43210

Disability, Handicap and Society, Carfax Publishing Co., 85 Ash St., Hopkinton MA 01748

Disabled U.S.A., President's Committee on Employment of the Handicapped, Washington DC 20210

Early Years, Allen Raymond Inc., Hale Lane, Darien CT 06820

Educating Able Learners, GSI, *EAL*, P.O. Box 11388, Ft. Worth, TX 76110-0388

****Education and Training in Mental Retardation**, 1920 Association Drive, Reston VA 22091

***Education and Treatment of Children**, Clinical Psychology Publishing Co., Inc., 4 Conant Square, Brandon, VT 05733

Education of the Visually Handicapped, see **RE:view**

Entourage, G. Allen Rochr Institute, Kinsmen Bldg., York University Campus, 4700 Keele St., Downview, Ontario M3J 1P3

***European Journal of Special Needs Education**, NFER-Nelson, Darville House, 2 Oxford Road East, Windsor, SL4 1DF, United Kingdom

The Exceptional Child, see **International Journal of Disability, Development, and Education**

****Exceptional Children**, 1920 Association Drive, Reston VA 22091

***Exceptionality: A Research Journal**, Springer-Verlag New York, Inc., 175 Fifth Avenue, New York NY 10010

****Exceptional Parent**, 1170 Commonwealth Ave., 3rd Floor, Boston MA 02134

Focus on Autistic Behavior, Pro-ed, 8700 Shoal Creek Blvd., Austin, TX 78758-6897

****Focus on Exceptional Children**, Love Publishing Co., 1777 S. Bellaire St., Denver, CO 80222

Gallaudet Today, Office of Alumni & Public Relations, Kendall Green NW, Washington DC 20002

****Gifted Child Quarterly**, National Assn. of Gifted Children, 4175 Lovell Rd., Box 30-Ste. 140, Circle Pines, MN 55014

****The Gifted Child Today (GCT)**, P.O. Box 637, Holmes PA 19043

*Gifted Education International, AB Academic Publishers, P.O. Box 97, Berkhamsted, Herts HP4 2PX, England

Gifted International, Trillium Press, P.O. Box 209, Monroe, NY 10950

*Infants and Young Children, Aspen Publishers, Inc., 1600 Research Blvd., Rockville MD 20850

Interaction, AAMR, The National Assn. on Intellectual Disability, National Office, GPO Box 647, Canberra Act 2601, Australia

*International Journal of Disability, Development, and Education, (formerly The Exceptional Child), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*International Journal of Rehabilitation Research, Hans-Bunte-STR-18, D-6900 Heidelberg 1, Federal Republic of Germany

*International Journal of Special Education, University of British Columbia, Vancouver BC V6T 1W5 Canada

Issues in Law and Medicine, P.O. Box 1586, Terre Haute IN 47808-1586

The Japanese Journal of Special Education, % Institute of Special Education, University of Tsukuba, Sakwa-Mura, Nii Hari-Gun, Ibaraki-Ken 305 Japan

**Journal for the Education of the Gifted, University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288

*Journal for Vocational Special Needs Education, Center for Vocational Personnel Preparation, Reschini House, Indiana University of Pennsylvania, Indiana PA 15705

Journal of Abnormal Child Psychology, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

Journal of Abnormal Psychology, American Psychological Assn., 1200 17th St., NW, Washington DC 20036

***Journal of Applied Behavior Analysis, University of Kansas, Lawrence KS 66044

*Journal of Applied Rehabilitation Counseling, National Rehabilitation Counseling Association, 1522 K St. N.W., Washington DC 20005

Journal of Autism & Childhood Schizophrenia (See Journal of Autism & Developmental Disorders)

*Journal of Autism & Developmental Disorders, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

*Journal of Childhood Communication Disorders, Bulletin of the Division for Children with Communication Disorders, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

Journal of Clinical & Experimental Neuropsychology, SWETS North America, Inc., Box 517, Berwyn PA 19312

Journal of Clinical Child Psychology, American Psychological Assn., Child Study Center, 1100 NE 13th St., Oklahoma City, OK 73117

*Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York NY 10014

**Journal of Creative Behavior, Creative Education Foundation, Inc., 437 Franklin St., Buffalo, NY 14202

*Journal of Early Intervention (formerly Journal of the Division for Early Childhood,), The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091

Journal of General Psychology, Journal Press, 2 Commercial St., Provincetown MA 02567

Journal of Genetic Psychology, Journal Press, 2 Commercial St., Provincetown MA 02657

*Journal of Head Trauma Rehabilitation, Aspen Publishers, Inc., 7201 McKinney Circle, Frederick MD 21701

**Journal of Learning Disabilities, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

Journal of Music Therapy, Box 610, Lawrence KS 66044

Journal of Pediatric Psychology, Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis MO 63141

**Journal of Reading, Writing, & Learning Disabilities, International, Hemisphere Publishing Corporation, 79 Madison Ave., New York NY 10016-7892

Journal of Rehabilitation, National Rehabilitation Assn., 633 S. Washington St., Alexandria VA 22134-4193

*Journal of Special Education, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

**Journal of Special Education Technology, Peabody College, Box 328, Vanderbilt University, Nashville TN 37203

**Journal of Speech & Hearing Disorders, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

**Journal of Speech & Hearing Research, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

Journal of the Academy of Rehabilitative Audiology, JARA, Communicative Disorders, Communication Arts Center 229, University of Northern Iowa, Cedar Falls IA 50614

Journal of the American Academy of Child Psychiatry, 92 A Yale Station, New Haven, CT 06520

Journal of the American Deafness and Rehabilitation Association, 814 Thayer Avenue, Silver Spring MD 20910

**Journal of the Association for Persons with Severe Handicaps (JASH) (formerly AAESPH Review), 7010 Roosevelt Way, N.E., Seattle WA 98115

*Journal of the Division for Early Childhood, see Journal of Early Intervention

**Journal of Visual Impairment and Blindness (formerly New Outlook for the Blind), American Foundation for the Blind, 15 W. 16th St., New York NY 10011

Kappa Delta Pi Record, 343 Armory Bldg., University of Illinois, Chicago, IL 61820

**Language Speech & Hearing Services in Schools, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

*Learning Disabilities Focus, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

*Learning Disabilities Research, Division of Learning Disabilities, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

**Learning Disability Quarterly, Council for Learning Disabilities, P.O. Box 40303, Overland Pk KS 66204

**Mental Retardation, 1719 Kalorama Rd. NW, Washington DC 20009

Mental Retardation and Learning Disability Bulletin, Faculty of Education, 4-116 Education North, University of Alberta, Edmonton, Canda T6G 2G5

Mental Retardation Systems, % Training & Evaluation Service, Waukegan Developmental Center, Dugdale Circle, Waukegan IL 60085

Milieu Therapy, Avalon Center Schools, Old Stockbridge Road, Lenox MA 01240

*Music Educators Journal, Music Educators Assoc., 1902 Association Dr., Reston VA 22091

Narem Journal, Curriculum Development Center, Ministry of Education, Kuala Lumpur, Malaysia

National Forum of Special Education, NFSE Journal, 1705 Plantation Drive, Alexandria LA 71301

Occupational Therapy in Health Care, The Haworth Press, Inc., 28 E. 22nd St., New York NY 10010

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Pediatrics, PO Box 1034, Evanston IL 60204

**Perspectives in Education and Deafness (formerly Perspectives for Teachers of the Hearing Impaired), Gallaudet University, Precollege Programs, 800 Florida Ave. N.E., Washington DC 20002

Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, See Preventing School Failure

*Preventing School Failure, Heldref Publications, 4000 Albemarle St. NW, Suite 302, Washington DC 20016

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation World, RIUSA 1123 Broadway, New York NY 10010

**Remedial and Special Education (RASE), PRO-ED, 5341 Industrial Oaks Blvd., Austin TX 78735 (Incorporating Exceptional Education Quarterly, Journal for Special Educators, and Topics in Learning and Learning Disabilities)

*Research in Developmental Disabilities (combines Analysis & Intervention in Developmental Disabilities and Applied Research in Mental Retardation), Pergamon Press, Fairview Park, Elmsford, NY 10523

Residential Treatment for Children and Youth, The Haworth Press, Inc., 75 Griswold St., Binghamton NY 13904

**Re:view (formerly Education of the Visually Handicapped), Heldref Publications, 4000 Albemarle St., N.W., Washington DC 20016

**Roeper Review, Roeper City & Country School, 2190 N. Woodward Avenue, Bloomfield Hills MI 48013

School Media Quarterly, American Association of School Librarians, 50 E. Huron St., Chicago IL 60611

*School Psychology Review, 300 Education Bldg., Kent State University, Kent OH 44242

Sharing Our Caring, Caring, P.O. Box 400, Milton WA 98354

Slow Learning Child, See Exceptional Child

**Social Work, 49 Sheridan Avenue, Albany NY 12210

Special Education: Forward Trends, see **British Journal of Special Education**

Special Education in Canada, see **Canadian Journal for Exceptional Children**

****Special Services in the Schools**, The Haworth Press, Inc., 12 West 32nd St., New York NY 10117-0200

Support for Learning, Longman Group, Subscriptions Dept., Fourth Ave., Harlow, Essex CM19 5AA England

Teacher of the Deaf, 50 Topsham Road Exeter EX24NF, England

Teacher Education and Special Education, Special Press, Suite 2107, 11230 West Ave., San Antonio TX 78213

TEACHING Exceptional Children, 1920 Association Drive, Reston VA 22091

Techniques, CPPC Techniques, 4 Conant Square, Brandon, VT 05733

Topics in Early Childhood Special Education, Pro-Ed, 5341 Industrial Oaks Blvd., Austin TX 78735

Topics in Language Disorders, Aspen Systems Corporation, 16792 Oakmont Ave., Gaithersburg MD 20877

The Tower Review, College of Education, Central State University, Edmond OK 73034-0120

Training Quarterly on Developmental Disabilities (formerly **Training Quarterly on Mental Retardation**), Temple University Woodhaven Center, 2900 Southampton Rd., Philadelphia PA 19154

Volta Review, 3417 Volta Place NW, Washington DC 20007

[#]Copies of journal articles available from UMI, University Microfilms International, 300 N. Zeeb Rd., Ann Arbor, MI 48106, 800/732-0616.
[*]Journals monitored for CIJE.
[@]Copies of journal articles available from Multimedia, Ltd., 158 Pearl St., Toronto, Ontario M5H 1L3.
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SECTION IV

ERIC Abstracts

DIALOG File 1: ERIC - 66-90/FEB.

EJ364845 EC201528
Integrated Classroom versus Resource Model: Academic Viability and Effectiveness.
Affleck, James Q.; And Others
Exceptional Children, v54 n4 p339-48 Jan 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAY88
Achievement data of elementary learning-disabled students in both an Integrated Classroom Model (ICM) and resource rooms were compared. The ICM was shown to be more cost effective than resource room programs while achieving similar results on reading, math, and language tests for learning-disabled students and on general achievement tests for regular students. (Author/JDD)
Descriptors: *Academic Achievement; Comparative Analysis; *Cost Effectiveness; Elementary Education; *Instructional Effectiveness; *Learning Disabilities; *Mainstreaming; Outcomes of Education; *Resource Room Programs; Student Evaluation; Student Placement

EJ313883 EC171892
Where Is Special Education for Students with High Prevalence Handicaps Going?
Algozzine, Bob; Korinek, Lori
Exceptional Children, v51 n5 p388-94 Feb 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN85
Data from 50 states indicating the proportion of students classified in 10 categories of exceptionality were compiled and analyzed. Analysis indicated consistent increases in numbers of learning disabled students, consistent decreases in numbers of speech impaired and mentally retarded students, and relatively constant numbers of emotionally disturbed and physically disabled students. (Author/CL)
Descriptors: *Disabilities; Elementary Secondary Education; *Incidence; *Mild Disabilities; Statistical Data; *Trend Analysis

EJ269881 EA515741
Problems in Estimating the Costs of Special Education in Urban Areas: The New York City Case.
Andersen, David F.
Journal of Education Finance, v7 n4 p403-24 Spr 1982
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); POSITION PAPER (120)
Journal Announcement: CIJFEB83
Discusses a study estimating the instructional, administrative, and per-pupil costs of implementing school-based support teams in special education programs in three New York City districts. Draws on the results to describe the problems of defining and estimating special education costs in urban schools, and of interpreting cost-related conclusions. (Author/RW)
Descriptors: Cost Effectiveness; *Cost Estimates; Elementary Secondary Education; Expenditure per Student; *Mainstreaming; *Program Costs; *Research Problems; *Special Education; Tables (Data); Urban Schools
Identifiers: Bronx School District 10 NY; Brooklyn School District 15 NY; *Manhattan School District 6 NY; *New York City Board of Education

EJ258080 EC141271
A Longitudinal Comparative Study of the Self-Esteem of Students in Regular and Special Education Classes.
Battle, James; Blowers, Tom
Journal of Learning Disabilities, v15 n2 p100-02 Feb 1982
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN82
The study examined changes over 3 years in self-esteem and perception of ability in 75 children in regular classes and special education classes. Findings indicated that 68 learning disabled or educable retarded children in special education classes experienced greater gains in self-esteem and perception of ability scores than Ss in regular classes. (Author/DB)
Descriptors: *Learning Disabilities; Longitudinal Studies; *Mild Mental Retardation; *Self Esteem; *Special Classes

ED252004 EC171160
Mainstream Instructional Performance Patterns of Special Education Students. Technical Note.
Behr, George
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
15 Jun 1983
24p.; Some charts may not reproduce well.
Report No.: SWRL-2-83/11
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEMAY85
Performance patterns in reading, mathematics, and composition of over 13,000 special education students in grades 1 through 6 are examined relative to mainstream performance patterns. The performance of special education students is slightly less than but mirrors mainstream performance patterns. As the mainstream performance graph rises or falls so almost exactly does the performance graph on each of the special education categories. Further, the difference between special education performance surveyed at grade level corresponds closely to special education
(cont. next page)

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performance surveyed off grade level. The findings indicate that substantive mainstream instructional accomplishments need not be ruled out for handicapped students. (Author/CL)
Descriptors: *Academic Achievement; *Disabilities; Elementary Education; *Mainstreaming

ED251485 TM840757
A Research Context for Studying Admissions Tests and Handicapped Populations. Studies of Admissions Testing and Handicapped People, Report No. 1.
Bennett, Randy Elliot; Ragosta, Marjorie
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
Aug 1984
90p.; For Report No. 2, see TM 840 763.
Report No.: ETS-RR-84-31
Available from: Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEAPR85
This report is the first in a series of publications emanating from a four year research effort designed to further knowledge of admissions testing and handicapped people. The report is divided into three major sections describing (1) the development of the research program, (2) a context for conducting that research, and (3) major research issues and activities for addressing those issues. The history of the research program is linked to Section 504 of the Rehabilitation Act of 1973 and a study by the National Research Council, which recommended a substantial research program. The present program is a response to that recommendation. The context for research on admissions testing presented in the paper concerns the definition of handicapping conditions and the characteristics of handicapped people. That the characteristics of handicapped people differ in significant ways from those of the general population raises important issues for admissions testing, such as the extent to which disabled individuals currently have access the admissions testing process; the fairness of test content to handicapped examinees; the extent to which admissions tests equivalently predict academic success for handicapped and nondisabled populations; and whether the preadmission identification, or flagging of scores emanating from modified tests, can be avoided. (Author/BW)
Descriptors: *College Admission; *College Entrance Examinations; Definitions; *Disabilities; Hearing Impairments Learning Disabilities; Physical Disabilities; Predictive Validity; *Research Needs; Test Bias; Testing Problems; Visual Impairments
Identifiers: Rehabilitation Act 1973 (Section 504)

EJ282356 CE513481
A Closer Look at Mainstreaming.
Bogdan, Robert
Educational Forum, v47 n4 p425-34 Sum 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); RESEARCH REPORT (143)
Journal Announcement: CIJOCT83
Discusses a study of the efficacy of mainstreaming. The goal of the study was to see what actually went on in schools, how people thought about mainstreaming, what they did about it, and how teachers, administrators, and students experienced it. (JOW)
Descriptors: Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Mainstreaming; *Program Effectiveness

EJ276328 EA516122
'Does Mainstreaming Work?' Is a Silly Question.
Bogdan, Robert
Phi Delta Kappan, v64 n6 p427-28 Feb 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN83
Describes the variety of attitudes toward mainstreaming characterized by the 25 mainstreaming programs currently being studied in an ongoing research project. Suggests that the failure of mainstreaming efforts is traceable to organizational problems, internecine politics, and lack of skill and/or willingness on the part of school personnel. (PGD)
Descriptors: Disabilities; Elementary Secondary Education; *Mainstreaming; *Program Attitudes; Program Effectiveness

ED221988 EC150056
Survey of Teacher Attitudes toward the Role of the Resource Program.
Bond, Carole L.; Dietrich, Amy
13 Nov 1981
14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (10th, Lexington, KY, November, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEMAR83
As a result of a pilot program developed to foster communication between the regular class teacher and the special education resource teacher, a survey was completed by 103 teachers. Surveys were then statistically analyzed to
(cont. next page)

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determine the attitudes of the regular classroom teacher toward the special education resource program. Teachers were asked questions regarding their present grade level assignment and their knowledge/experience regarding special education. None of the items related to grade level, having special education students in the classroom, coursework in special education, or knowledge of special education resource programs had a significant effect on total scores. Among other findings were that while 98 percent responded in favor of continual communication between regular class and special education resource teachers, only 74 percent believed that the regular class teacher had any obligation to inform the resource teacher of new concepts for which the resource student would be responsible or for the tests the student must take; and that although 98 percent had resource students mainstreamed into their classes, less than 50 percent had ever taken a special education course. (CL)

Descriptors: *Disabilities; Knowledge Level; *Mainstreaming *Resource Room Programs; *Special Education; Surveys; *Teacher Attitudes

EJ321091 EC180187

Some Empirically Derived Hypotheses about the Influence of State Policy on Degree of Integration of Severely Handicapped Students.

Brinker, Richard P.; Thorpe, Margaret E.

Remedial and Special Education (RASE), v6 n3 p18-26 May-Jun 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJNOV85

Practices of 43 states were surveyed to identify policy patterns characterized as integrative or nonintegrative. Integrative policy patterns had fewer categories of handicaps, more college-based training programs for teachers of severely handicapped students, and teacher certification standards which require regular educators to have some special education courses and special educators to have regular education certificates. (Author/CL)

Descriptors: *Educational Policy; Elementary Secondary Education; *Mainstreaming; *Severe Disabilities; *State Standards

EJ366045 EC201635

A Classroom-Based Model for Assessing Students with Learning Disabilities.

Bursuck, William D.; Lessen, Elliott

Learning Disabilities Focus, v3 n1 p17-29 Fall 1987

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJUN88

Target Audience: Practitioners

The article describes C-BAID (Curriculum Based Assessment

and Instructional Design), a school-wide curriculum-based assessment system which identifies the learning problems and appropriate programming for elementary grade students with learning disabilities. The system consists of three parts: academic skill probes, work habits observation, and an inventory of the classroom environment. (Author/DB)
Descriptors: Academic Achievement; Classroom Environment; *Curriculum Development; *Diagnostic Teaching; *Educational Diagnosis; Elementary Education; *Learning Disabilities; Models; *Student Evaluation; Study Habits
Identifiers: *Curriculum Based Assessment

EJ234322 EC130352
The Efficacy of Special versus Regular Class Placement for Exceptional Children: A Meta-Analysis.
Carlberg, Conrad; Kavale, Kenneth
Journal of Special Education, v14 n3 p295-309 Fall 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR81
Fifty primary research studies of special versus regular class placement were selected for use in a meta-analysis. Special classes were found to be significantly inferior to regular class placement for students with below average IQs and significantly superior to regular classes for behaviorally disordered, emotionally disturbed, and learning disabled children. (Author)
Descriptors: *Disabilities; Elementary Secondary Education; *Grouping (Instructional Purposes); *Mainstreaming; *Special Classes; Special Education; *Student Placement

EJ310076 EC171004
Integration of Mildly Handicapped Cerebral Palsied Children into Regular Schools.
Center, Yola; Ward, James
Exceptional Child, v31 n2 p104-13 Jul 1984
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAPR85
Eighty-five mildly handicapped cerebral palsy children (6-16 years old) integrated into regular schools were assessed to identify characteristics associated with academic success and social acceptance. About 50 percent were successful in reading accuracy and comprehension, 45 percent in arithmetic, and 60 percent were socially acceptable to peers. (Author/CL)
Descriptors: Academic Achievement; *Cerebral Palsy; Elementary Secondary Education; *Mainstreaming; *Mild Disabilities; *Peer Acceptance; *Student Characteristics

DIALOG File 1: ERIC - 66-90/FEB.

EJ326837 EC181148
Identifying Learning Disabled Students: A Summary of the National Task Force Report.
Chalfant, James C.
Learning Disabilities Focus, v1 n1 p9-10 Fall 1985
Journal Availability: The Council for Exceptional Children, Division of Learning Disabilities, 1920 Association Dr., Reston, VA 22091.
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJMAR86
A task force report on promising practices in identification touches upon the problem of identification, eligibility, pre-referral activities, teacher support teams, high-risk students, team decision making, and transitioning and exiting procedures. The need to clarify regular and special education roles in this matter is emphasized. (CL)
Descriptors: *Decision Making; Elementary Secondary Education; *Eligibility; *Handicap Identification; *Learning Disabilities; *Teacher Role; Teamwork

ED258390 EC172910
Identifying Learning Disabled Students: Guidelines for Decision Making.
Chalfant, James C.
NETWORK, Inc., Andover, MA.; Trinity Coll., Burlington, VT. Northeast Regional Resource Center.
Dec 1984
163p.; Prepared by the SEP National Task Force on Specific Learning Disabilities.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Contract No.: 300-83-0187
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Vermont
Journal Announcement: RIENOV85
The report examines current problems in assessing and identifying learning disabled students and recommends practices to solve those problems. An initial chapter reviews the reasons for misidentification of this population. Section I presents a summary of identification practices drawn from guidelines of 50 state educational agencies, the District of Columbia, and 48 local educational agencies. Sections II through IV deal with these practices in greater detail, including such topics as the following: determining eligibility (terminology and definition, exclusionary criteria, the discrepancy criterion); identification procedures (pre-referral activities, teacher support teams, identification of high risk students); and decision making (team decision making, transitioning and exiting procedures). It is recommended that: (1) on the state level, practices and procedures already in operation should be reviewed and refined; and (2) on the local level, guidelines need to be

more clearly delineated, and known improvements applied. The long-range implications are that: (1) the roles of special education versus regular education should be redefined; (2) the concept of "eligibility" ought to be reviewed; and (3) there is a great need for regular education to develop special help alternatives for any student who may need assistance. (CL)

Descriptors: *Decision Making; *Definitions; Elementary Secondary Education; *Eligibility; *Handicap Identification; High Risk Persons; *Learning Disabilities; Referral

ED218844 EC143106

Institutional Constraints and External Pressures Influencing Referral Decisions.

Christenson, Sandra; And Others

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Oct 1981

28p.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Contract No.: 300-80-0622

Report No.: IRLD-RR-58

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEDEC82

Information about the process for referring students to special education was collected from 47 regular and 5 special education teachers. Organizational factors, such as "district procedures" or an individual's perceptions of the professional competence of referral recipients, and availability of services were examples cited as institutional constraints. Outside agency influence, socio-political climate, federal or state requirements, and concerns of parents were cited as external pressures that may be influential in referral decisions. Consistency of the institutional constraints between special education directors and teachers suggested the need for reorganization of the team decision making process. (Author/CL)

Descriptors: Compliance (Legal); *Disabilities; Elementary Secondary Education; Organizational Climate; *Referral; *Student Placement; Teacher Attitudes

ED215474 EC142133

Issues in the Administration of Special Education.

Colella, Henry V., Ed.

Council for Exceptional Children, Buffalo. New York State Federation of Chapters.

Forum, v5 n6 Win 1979 1979

21p.

Available from: The Forum, 582 Baldy Hall, SUNY/Buffalo,

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Amherst, NY 14260 (no price quoted).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: SERIAL (022); POSITION PAPER (120); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP82
Ten brief articles focus on issues in the administration of special education especially in New York State. Articles have the following titles and authors: "Administrative Skills--Coping with the Future" (J. Gross); "The Impact of Public Law 94-142 and Chapter 853 on Regular and Special Education Administrators" (R. Costello); "The Emerging Role of the State Education Department with Emphasis on the Task of Regional Associates" (R. Guarino); "An Educator's Perspective--Due Processes Hearings" (E. McManus); "Collective Negotiations--Does It Lead to Erosion of Administrative Prerogative or Enhancement of Quality of Instruction" (M. Fletcher); "Factors That Support Appropriate Integration of the Handicapped into Regular Classes" (R. Reger); "In-Service Training--The Road to Improving Instruction of the Handicapped In General Education" (C. Podolsky); "Career Education for the Handicapped--Whose Responsibility is Supervision?" (G. Muenster); "The IEP as a Management Tool in Special Education" (P. Irvine) and "Due Process Procedures" (J. Gross). (DB)
Descriptors: *Administration; Administrator Qualifications; Career Education; Collective Bargaining; *Disabilities; Due Process; Federal Legislation; Individualized Education Programs; Inservice Education; Mainstreaming; *Special Education; State Departments of Education; State Legislation
Identifiers: New York

EJ363542 EC201346
Studying Mildly Handicapped Children's Adjustment to Mainstreaming: A Systemic Approach.
Coleman, J. Michael; And Others
Remedial and Special Education (RASE), v8 n6 p19-30 Nov-Dec 1987
For related information see EC 201 345-350.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); PROJECT DESCRIPTION (141)
Journal Announcement: CIJAPR88
Target Audience: Researchers
The article critiques the current research base concerning the influence of mainstreaming on the social emotional competence of mildly handicapped children and describes a proposed study emphasizing longitudinal analysis, assessment in multiple environments, and the use of multitrait-multimethod methodologies. (Author/DB)
Descriptors: *Educational Research; Elementary Secondary Education; Emotional Development; *Interpersonal Competence; *Mainstreaming; *Mild Disabilities; *Research Needs

EJ298211 EC161946
Teacher and Student Behaviors in Regular and Special Education Settings.
Crealock, Carol M.
B. C. Journal of Special Education, v7 n4 p321-30 Win 1983
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG84
Observation of teacher and student behaviors in four areas (teacher cognitive, teacher management, student on-task and student off-task) revealed that teachers spent 48 percent of total classroom time in cognitive activities. (Author/CL)
Descriptors: *Classroom Observation Techniques; Classroom Techniques; *Disabilities; Special Education Teachers; *Student Teacher Relationship; *Time on Task

ED198143 SP017600
Problems and Issues in Developing Competencies for Mainstreaming.
Crisci, Pat Eva
1980
37p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJUN81
Target Audience: Practitioners
Selective research studies were examined to determine the competencies necessary for successfully mainstreaming handicapped students. An understanding was sought of: (1) the problems associated with competency development for mainstreaming situations; (2) the areas of training for both regular and special education personnel; and (3) the interrelationships among competencies in regular and special education. Competencies in specific abilities, skills, and techniques are identified. Administrator responsibilities are discussed with particular emphasis on dealing with teacher burnout resulting from the stresses that accompany mainstreaming situations. Suggestions are made for curricular reform in schools of education that will prepare special and regular teachers for mainstreaming and also for the development of significant inservice programs. (JD)
Descriptors: *Administrator Responsibility; Classroom Techniques; *Competence; Diagnostic Teaching; Disabilities; Internship Programs; *Mainstreaming; Needs Assessment; Postsecondary Education; Program Development; Program Implementation; Special Education Teachers; Stress Variables; Student Evaluation; Teacher Attitudes; *Teacher Education Programs; Teacher Educators; *Teacher Responsibility

DIALOG File 1: ERIC - 66-90/FEB.

EJ273133 RC504904
Should Non-Handicapped Pupils Be Served.
Davis, William
Education, v103 n1 p30-32 Fall 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAPR83
Suggests that many special education resource teachers are confused relative to their responsibilities, if any, for serving nonhandicapped pupils in public schools. Suggests that regular education-special education cooperative planning effort can be negatively affected unless the issue of serving nonhandicapped pupils is satisfactorily resolved from both legal and programing perspectives. (Author/BRR)
Descriptors: *Cooperative Planning; *Eligibility; *Resource Teachers; *Role Perception; *Special Education

ED211456 SP019142
Toleration of Maladaptive Classroom Behaviors by Regular and Special Educators.
Doris, Sherri; Brown, Ric
[1980
11p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEMAY82
One of the major concerns in educating children with exceptional needs in the public school is the extent to which these children are socially accepted by teachers and peers. It has been suggested that the teacher may influence students' perceptions of handicapped children and that attempts to improve the social position of these children depend upon the teacher. An examination was made of perceptions of misbehavior of mildly mentally retarded children by special education and regular teachers. Forty-three regular teachers and nineteen special education teachers responded to a questionnaire asking them to indicate their degree of tolerance of 51 classroom behaviors identified as inappropriate. In addition, they were asked questions on their sense of personal responsibility for a student's behavior. Results of the study indicate that the special education teachers were more tolerant of inappropriate behaviors than were the regular class teachers, and were more likely to feel personally responsible for successfully coping with behavior problems. The reason for this may be that special education teachers feel more capable of influencing student outcomes because of specialized training. (JD)
Descriptors: Antisocial Behavior; Behavior Problems; Classroom Environment; Elementary Secondary Education; Mainstreaming; *Mild Mental Retardation; Peer Acceptance; *Rejection (Psychology); Self Concept; *Special Education Teachers; Student Alienation; *Student Behavior; Student Teacher Relationship; Teacher Attitudes; Teacher Behavior; *Teacher Response

EJ352418 EC192263
Secondary Programs in Special Education: Are Many of Them Justifiable?
Edgar, Eugene
Exceptional Children, v53 n6 p555-61 Apr 1987
Special Issue: The Transition from School to Adult Life. For related information see EC 192254 to EC 192263
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAUG87
The current national emphasis on transition to the community and work for mildly handicapped students has resulted in close scrutiny of the outcomes of special education. A radical change in secondary programs for the mildly handicapped is needed, away from academics and toward functional, vocational programs. (Author/DB)
Descriptors: Curriculum Development; *Education Work Relationship; *Mild Disabilities; *Outcomes of Education; *Relevance (Education); Secondary Education; *Special Education; *Vocational Education

ED176437 EC120275
Voices from the Classroom: Teacher Concerns with New Legislation for Serving Handicapped Children. A Report on a Study of Reactions to P.L. 94-142.
Engler, Richard E., Jr.; And Others
Littlejohn (Roy) Associates, Inc., Washington, D.C.
Nov 1978
76p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Contract No.: 300-76-0328
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEFEB80
Teacher questions and concerns regarding the implementation of Public Law 94-142, the Education for All Handicapped Children Act, were examined in visits to six local education agencies (LEAs). Types of LEAs visited included an eastern township, a southwest city, a midwest city, a remote town, and an eastern metropolis. Chapters of the report focus on the problems posed by Public Law 94-142, the settings of the visited LEAs, the teachers and their concerns, typologies of concerned teachers, and lessons learned and recommendations. Among conclusions resulting from the visits and contacts with educators are the following: that priorities of teachers are weighted by their sense of professional values and practices, that information about Public Law 94-142 has spread with great unevenness, that LEAs vary greatly in their support of teams of teachers working together on educational problems at the building level, that LEAs vary in the ways they facilitate

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DIALOG File 1: ERIC - 66-90/FEB.

working relationships between regular and special education teachers, and that an audit process can possibly hinder and weaken resources for education of the handicapped. The following recommendations to the Bureau of Education for the Handicapped resulted from the study: (1) create a forum for building knowledge and sharing experiences, (2) create a teachers review body at the LEA level, (3) create regional assistance teams, (4) develop and disseminate guidelines on documentation and IEP (Individualized Education Program), and (5) create policy review offices at the national level for developing and disseminating policy positions. An appendix describes the evolution of study methodology. (PHR)

Descriptors: *Educational Legislation; Elementary Secondary Education; *Handicapped Children; Rural Education; *School Districts; *Special Education Teachers; *Teacher Attitudes; Urban Education

Identifiers: *Education for All Handicapped Children Act

ED257254 EC172581

Modifications, Support and Mainstreaming: Excellence in Mainstreaming Practices and Evaluation.

Ferrara, Steven F.

13 Oct 1984

17p.; Paper presented at the Annual Convention of the Evaluation Research Society (San Francisco, CA, October 10-13, 1984).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEOCT85

The paper makes two premises: (1) excellence in mainstreaming requires modifications to regular classroom instructional activities, materials, and assessment, and support and assistance for the teachers making these modifications; (2) one criterion to judge the excellence of evaluation of mainstreaming programs is the degree to which an evaluation examines what modifications and support are occurring in mainstream classes. The paper begins with a review of evidence supporting the efficacy of modifying instruction to accommodate handicapped learners in regular classes, and explains why modifications and support are not implemented in a large number of classrooms. An overview follows of the types of evaluations of mainstreaming efforts conducted in the last 10 or so years. Four studies are then described in detail; these four evaluations attempt to focus on effective mainstreaming practices, including modifications and support. Five sets of guidelines are provided to assist evaluators in identifying effective modification and support practices and in focusing on implementation of these practices in regular classrooms. (Author/CL)

Descriptors: *Disabilities; Elementary Secondary Education; *Mainstreaming; Program Descriptions; *Program Evaluation

ED204956 EC133527
Training Over Time: A Field-Based Model for Inservice Delivery.
Fiechtl, Barbara; And Others
Apr 1981
23p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April, 1981, Session Th-21). Prepared through RIP Advisory Committee, Inc., Nashville, TN.
Sponsoring Agency: Office of Special Education (ED), Washington, D.C.
Grant No.: G007803105
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEDEC81
A field based inservice training program designed to update teaching skills of professionals working with young mainstreamed handicapped children is described. Two programs--Using Skills Effectively and Using Resources Effectively--were conducted in cycles with 73 elementary regular and special education teachers and daycare providers. Class experiences are alternated with work on the job. Sample objectives and progress forms are included. Training results are reported to seven cycles and are grouped by age of children taught. Child performance data were obtained. Followup data indicated that 60% of the trainees who responded 6 weeks after training used their training with other children. Considerations of motivation's effect on performance are addressed. Advantages of the field based model include opportunities for application of the skills, with feedback. (CL)
Descriptors: *Disabilities; Elementary Education; *Feedback *Field Experience Programs; *Inservice Teacher Education; *Mainstreaming; Models; Preschool Education; Program Descriptions; Teaching Skills

ED198683 EC132410
Developing Special Education Competencies in Regular Educators: California's Plan.
Finkbeiner, Paul K.; And Others
[1980
20p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL81
California's approach to training regular education teachers to deal with mainstreamed handicapped students as mandated by P.L. 94-142, the Education for All Handicapped Children Act, is described. Training focuses on preservice education and the

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DIALOG File 1: ERIC - 66-90/FEB.

state's development of competencies regarding exceptional students for teachers and administrators. Implementation considerations of the teaching skill regulations are noted for institutions of higher education and the State Commission for Teacher Preparation and Licensing. A series of workshops on the teaching skills is described. Alternative models--the intrinsic, core component, restructure, transdisciplinary, inservice, and student teaching models--are briefly described. (CL)

Descriptors: *Compliance (Legal); *Disabilities; *Mainstreaming; *Preservice Teacher Education; State Programs *Teacher Education; *Teaching Skills

Identifiers: *California

EJ311795 EC171225

From Special to Secondary School for Children with Learning Difficulties.

Fleeman, Anne M. F.

Special Education: Forward Trends, v11 n3 p23-26 Sep 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAY85

Twenty students with learning difficulties transferred to regular schools were followed to determine factors affecting outcome, management, and rate of transfer. Conclusions included the need to involve all professionals involved with the pupil and/or family and the need to increase resources in secondary schools. (CL)

Descriptors: Followup Studies; *Mainstreaming; *Mild Mental Retardation; *Moderate Mental Retardation; Program Evaluation Secondary Education; Success

EJ363081 CE518543

Beyond Special Education: Toward a Quality System for All Students.

Gartner, Alan; Lipsky, Dorothy Kerzner

Harvard Educational Review, v57 n4 p367-95 Nov 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJAPR88

Reviews the first decade of the Education for All Handicapped Children Act and evaluates the process of providing education to handicapped students. Examines changes in the place of the disabled in American society. Argues that a single educational system, special for all students, is needed. (Author/CH)

Descriptors: *Access to Education; *Disabilities; *Educational Discrimination; Elementary Secondary Education; Federal Legislation; Individual Needs; *Mainstreaming; *Special Education

Identifiers: *Education for All Handicapped Children Act

EJ320579 TM510698
The Microeconomics of Referral and Reintegration: A Paradigm for Evaluation of Special Education.
Gerber, Michael M.; Semmel, Melvyn I.
Studies in Educational Evaluation, v11 n1 p13-29 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT85
A microeconomic paradigm is proposed for the evaluation of special education in schools. The special education process is described in three phases: referral to special education by the classroom teacher; special classroom program; and mainstreaming. The relationship between referral by teachers, classroom resources, and students' desirable outcomes is examined. The need for national policy formation is briefly discussed. (GDC)
Descriptors: *Disabilities; Elementary Secondary Education; *Evaluation Methods; Evaluation Needs; *Evaluation Utilization ; Models; Policy; *Program Evaluation; Referral; *Special Education
Identifiers: *Evaluation Problems; Microeconomics

EJ136171 EC081355
Mainstreaming: Affect or Effect
Gickling, Edward E.; Theobald, John T.
Journal of Special Education, 9, 3, 317-28 F 1975
Language: ENGLISH
Journal Announcement: CIJE1976
A 46-item questionnaire designed to assess teacher attitude toward mainstreaming mildly handicapped students and communication between regular and special education was completed by 230 regular educators and 96 special educators. (Author)
Descriptors: Communication Problems; Educational Philosophy Elementary Secondary Education; Exceptional Child Research; *Handicapped Children; *Mainstreaming; Special Classes; Special Education Teachers; *Teacher Attitudes; Teachers

EJ166000 EC092757
Labels and Teacher Expectations
Gillung, Tom B.; Rucker, Chauncy N.
Exceptional Children, 43, 7, 464-5 Apr 1977
Language: ENGLISH
Journal Announcement: CIJE1978
Investigated with 258 regular or special education teachers was the effect on teacher expectations of describing mildly handicapped children in terms of labeled (learning disabled, retarded, or emotionally disturbed) behavioral descriptions or of non-labeled behavioral descriptions. (MH)
Descriptors: *Disabilities; Elementary Education; Emotional Disturbances; *Expectation; *Labeling (Of Persons); Learning Disabilities; Mainstreaming; Mild Mental Retardation; Special

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DIALOG File 1: ERIC - 66-90/FEB.

Education; *Teacher Attitudes; Teachers

EJ266797 CG522863
Professors' and Teachers' Views of Competencies Necessary for Mainstreaming.
Goodspeed, Madonna Theresa; Celotta, Beverly Kay
Psychology in the Schools, v19 n3 p402-07 Jul 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC82
Compared college professors' (N=37) and classroom teachers (N=96) views of competencies necessary for mainstreaming. The results indicated that teachers attach more importance to the set of competencies than do professors; there were significant differences between the two groups on approximately one-third of the items. (Author)
Descriptors: Comparative Analysis; Disabilities; Elementary Education; *Elementary School Teachers; Higher Education; *Mainstreaming; *Teacher Attitudes; Teacher Characteristics; *Teacher Educators; Teacher Qualifications; *Teaching Skills

ED208638 EC140307
The Continuing Evolution of Regular and Special Education Collaboration. Resource Report No. 3.
Grayson, Judith M.; And Others
California Regional Resource Center, Los Angeles.
Mar 1980
21p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.
Contract No.: 300-77-0476
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEMAR82
The paper examines the status and issues involved in collaboration between special education and regular education, a relationship critical to the implementation of P.L. 94-142, the Education for All Handicapped Children Act. A model for interagency collaboration is applied to the situation, with responsibilities, utilization of resources, and procedures examined in terms of current practice and need. A chart outlines recommended approaches to collaboration through personnel development, demonstrations and model sites, technical assistance networks, new legislation, and an attitude change campaign. (CL)
Descriptors: *Cooperative Planning; Demonstration Programs; *Disabilities; *Educational Cooperation; *Special Education Teachers; Staff Development; Teacher Attitudes; Teachers
Identifiers: Education for All Handicapped Children Act; *Regular and Special Education Cooperation

EJ084534 EC052356
A Comparative Study of Attitudes Among Students in Special Education and Regular Education
Greene, Mitchell A.; Retish, Paul M.
Training School Bulletin, 70, 1, 10-4 May 1973
Language: ENGLISH
Journal Announcement: CIJEABST
Descriptors: *Attitude Measures; College Students; *Exceptional Child Research; Handicapped Children; *Special Education Teachers; *Teacher Attitudes; *Teacher Education; Teachers

EJ316337 CE515566
A National Survey of Mainstreamed Hearing Impaired High School Sophomores.
Gregory, James F.; And Others
Journal of Rehabilitation, v51 n1 p55-58 Jan-Mar 1985
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG85
Data on 686 mainstreamed, hearing impaired high school sophomores were compared to those on 26,418 of their normally hearing peers on demographic characteristics, academic achievement, and indices of motivation. In all areas of academic achievement tested, the pupils with hearing disabilities fared more poorly than did those with normal hearing. (Author/CT)
Descriptors: *Academic Achievement; Career Choice; *Demography; *Hearing Impairments; High Schools; Hispanic Americans; *Homework; *Mainstreaming; *Student Motivation; Surveys; Television Viewing
Identifiers: *High School Sophomores

EJ366039 EC201629
Examining the Research Base of the Regular Education Initiative: Efficacy Studies and the Adaptive Learning Environments Model.
Hallahan, Daniel P.; And Others
Journal of Learning Disabilities, v21 n1 p29-35,55 Jan 1988
For related documents, see EC 201 625-631.
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJJUN88
The article examines the research used to support the Regular Education Initiative, especially the literature on the efficacy of special education and studies examining the Adaptive Learning Environments Model, a mainstreaming program. The support provided by these lines of research, however, is seen to be minimal. (Author/DB)
Descriptors: Elementary Secondary Education; Evaluation; *Instructional Effectiveness; *Mainstreaming; *Mild Disabilities; *Research Reports

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Identifiers: *Adaptive Learning Environments Model; *Special Education Regular Education Relationship

EJ292444 SP513539
Regulation and Schools: The Implementation of Equal Education for Handicapped Children.
Hargrove, Erwin C.; And Others
Peabody Journal of Education, v60 n4 p1-126 Sum 1983
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143); PROJECT DESCRIPTION (141)
Journal Announcement: CIJAPR84
This issue of "Peabody Journal of Education" is devoted to a study of one metropolitan school district's attempts to implement Public Law 94-142 beyond satisfying the law's requirements to real changes in services. Chapters cover: (1) background, enactment, and implementation of the law; (2) the school system; (3) elementary schools; (4) secondary schools; and (5) future prospects. (PP)
Descriptors: Case Studies; Disabilities; *Educational Legislation; Educational Strategies; Elementary Secondary Education; *Equal Education; Futures (of Society); *Government School Relationship; *Mainstreaming; *Program Implementation; *School Districts; Special Education
Identifiers: *Education for All Handicapped Children Act

ED175212 EC120165
Mainstreaming: Merging Regular and Special Education.
Hasazi, Susan E.; And Others
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
1979
48p.
Available from: Phi Delta Kappa Educational Foundation, 8th Street and Union Avenue, Bloomington, Indiana 47401 ($0.75)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEJAN80
The booklet on mainstreaming looks at the merging of special and regular education as a process rather than as an end. Chapters address the following topics (sample subtopics in parentheses): what is mainstreaming; pros and cons of mainstreaming; forces influencing change in special education (educators, parents and advocacy groups, the courts, federal policy and legislation); the intent of P.L. 94-142, the Education for All Handicapped Children Act (state requirements, local education agency requirements, zero reject model of education, individualized educational program, least restrictive environment, nondiscriminatory testing, and due process safeguards); roles and responsibilities of regular and special educators parent-teacher partnership (professional mishandling of parents and parents' mishandling of professionals); implications for the future (research); and

gaining community support. (SBH)
Descriptors: *Change Agents; Elementary Secondary Education *Handicapped Children; Individualized Programs; *Legislation; *Mainstreaming; Parent Teacher Cooperation; State of the Art Reviews; *Teacher Role
Identifiers: *Education for All Handicapped Children Act

ED171006 EC115215
A Comparative Analysis of Administrative Role Expectations by Regular and Special Education Personnel.
Hatley, Richard V.; Whitworth, Jerry E.
Apr 1979
57p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session A-7)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEOCT79
The report examines the state of the art in the preparation of special education directors and presents findings from questionnaires completed by personnel in 34 Kansas and 39 Missouri districts. Detailed ratings are provided for the importance of knowledge/training/experience on 24 aspects, including fiscal procedures, curriculum development and supervision, staff personnel selection, school law, collective negotiations, school/community relations, and legal issues of special education. Among conclusions drawn are that all categories of personnel have fairly consistent perceptions of the special education administrator's job, and that training in general administrative and special education processes is needed for preparation of a special education director. (CL)
Descriptors: Administrator Characteristics; *Administrator Education; *Administrator Qualifications; *Exceptional Child Research; Handicapped Children; Special Education

ED163691 EC112619
Effectiveness of Early Education for Handicapped Children. Final Report No. 76-91.
Hayden, Alice H.; And Others
Washington Univ., Seattle. Child Development and Mental Retardation Center.
30 Oct 1977
87p.; Print is poor and may not reproduce well in hard copy
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Contract No.: 300-76-0518
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Washington
Journal Announcement: RIEMAY79
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

The findings of this study were obtained by locating, in the post-preschool setting, 116 preschool graduates previously diagnosed as handicapped. Their past ability status, present ability and achievement status, and current demographic status were documented. These data were analyzed to determine the extent to which the benefits of the preschool experience were maintained following preschool and the variables which were most beneficial to maintaining these benefits. The following three criteria were used to determine if these benefits were maintained: class placement (regular vs. special education); gain scores (cognitive and receptive language); and achievement performance in relation to a contrast group of Ss with no preschool background. The results suggest that benefits of the preschool experience were maintained as evidenced by the following data: 34% of the graduates are now keeping pace with peers in regular education program; cognitive growth gains achieved during preschool were maintained in the post-preschool setting; in all achievement areas, when compared to a contrast group, pretest scores were significantly higher and most, though not all, posttest scores were significantly higher; and variables which most influenced the maintenance of benefits were diagnosed handicapped condition and rate of cognitive gain while in preschool. (Author/BD)

Descriptors: Academic Ability; *Academic Achievement; *Cognitive Development; Exceptional Child Research; *Handicapped Children; *Preschool Education; Scores; *Special Programs; *Student Placement

ED158448 EC111278

Is Special Education Worth the Cost?

Hayes, Robert B.

1977

8p.; Paper presented at the Mid-Atlantic Research and Development Association Conference; For related information, see EC 092 201

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEJAN79

Summarized are findings and reported in tables are data from the 1975-76 evaluation of Pennsylvania's special education services for 2,308 trainable and educable mentally retarded, physically handicapped, brain injured, and socially and emotionally disturbed elementary and secondary students. It is explained that measures of student progress (statistics are appended for each handicapping classification), program ratings, and cost analyses of special education, compared to regular education indicated three major findings: the quality of instructional programs is generally good; the students are generally making excellent progress in basic skills and social maturity; and costs on an average daily membership basis for the five major categories range from about two or three and one-half times higher than regular education. (CL)

Descriptors: *Academic Achievement; *Cost Effectiveness;

Emotional Disturbances; Exceptional Child Research; *Handicapped Children; Mental Retardation; Mild Mental Retardation; Neurological Impairments; Physical Disabilities; *Program Effectiveness; *Program Evaluation; *State Programs; Trainable Mentally Handicapped
Identifiers: *Pennsylvania

ED217618 EC142702
Placing Children in Special Education: Equity Through Valid Educational Practices. Final Report.
Heller, Kirby A. Ed.; And Others
Institute of Medicine (NAS), Washington, D.C.; National Academy of Engineering, Washington, D.C.; National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
1982
652p.
Sponsoring Agency: Office for Civil Rights (ED), Washington, DC.
Contract No.: 300-81-0069
Report No.: ISBN-0-309-03247-4
Available from: National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 ($18.95).
EDRS Price - MF03/PC27 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); REVIEW LITERATURE (070)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIENOV82
The document contains the final report of a project to determine the factors that account for disproportionate representation of minority students in special education programs, especially programs for mentally retarded students; and to identify placement criteria for practices that do not affect minority students disproportionately. Chapter 1 looks at six potential causes of disproportionate placement of minorities in educable mentally retarded (EMR) programs: legal and administrative requirements, characteristics of students, quality of the instruction received, possible biases in the assessment process, characteristics of the home and family environment, and broader historical and cultural contexts. Chapter 2 describes characteristics of EMR students, then reviews the historical origins of special education in America with attention to the role of the standardized intelligence test for identification and placement of mentally retarded students. A third chapter is split into two sections--one on the issues surrounding the instruments that comprise a comprehensive battery for assessing a child who is unable to learn normally in the classroom, and the other on an ideal assessment process in which the comprehensive assessment would be embedded. Chapter 4 considers the components of effective education programs for EMR students and reviews three approaches to instruction (the separate class structure, the resource room, and the teacher consultant model). A final
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DIALOG File 1: ERIC - 66-90/FEB.

chapter lists recommendations for improvements in special education referral, assessment, and placement procedures and instructional practices. More than half the document is comprised of six background papers with the following titles and authors: "Biological and Social Factors Contributing to Mild Mental Retardation" (J. Shonkoff); "Classifying Mentally Retarded Students--A Review of Placement Practices in Special Education" (W. Bickel); "Testing in Educational Placement--Issues and Evidence" (J. Travers); "Effects of Special Education Placement on Educable Mentally Retarded Children" (K. Heller); "Some Potential Incentives of Special Education Funding Practices" (S. Magnetti); and "Patterns in Special Education Placement as Revealed by the OCR Survey" (J. Finn). (SB)

Descriptors: *Cultural Differences; Educational Methods; Elementary Secondary Education; *Evaluation Methods; Financial Support; *Mild Mental Retardation; *Minority Groups; Resource Room Programs; Special Classes; *Student Evaluation; *Student Placement; Testing

ED115069 EC080689

The Futures of Children: Categories, Labels and Their Consequences. (Highlights, Summary, and Recommendations for the Final Report of the Project on Classification of Exceptional Children).

Hobbs, Nicholas

Vanderbilt Univ., Nashville, Tenn. Center for the Study of Families and Children.

Jun 1975

44p.; For related information see EC 071 101, EC 071 102 and EC 071 103

Sponsoring Agency: Department of Health, Education, and Welfare, Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAPR76

Presented is a summary of the Final Report of the federally funded Project on Classification of Exceptional Children. Reviewed is the scope of the project which emphasized such aspects as the effects of labeling on individual children and the technical adequacy of diagnostic and classification systems. Among limitations ascribed to categories and labels are imprecision and insensitivity to individual changes. Problems in institutional care resulting from labeling are considered. Individualized program planning is seen to be one alternative approach to traditional classification. Provided are major project recommendations in seven broad areas (including funding and manpower training), and listed are seven priority needs including support for parents and fairness to disadvantaged and minority group children). (CL)

Descriptors: *Classification; Clinical Diagnosis; Exceptional Child Research; *Handicapped Children; *Labeling (of Persons)

Identifiers: Final Reports; Project on Classification of Exceptional Children

EJ366122 EC201812
Preparing Special Educators for Mainstreaming: An Emphasis upon Curriculum.
Hoover, John J.
Teacher Education and Special Education, v10 n2 p58-64 Spr 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJJUN88
Target Audience: Practitioners
Aspects of curriculum affecting the success of mainstreaming handicapped students are considered. The concepts of explicity, hidden, and absent curricula are discussed relative to curricular adaptations. A "Curriculum Adaptation Guide" is presented to assist in the selection and adaptation of curricular elements. (Author/DB)
Descriptors: *Curriculum Development; *Disabilities; Elementary Secondary Education; *Mainstreaming

EJ328827 SP515385
Relationship Between Sources of Anxiety of Elementary Student Teachers and Attitudes Toward Mainstreaming.
Hoover, John J.; Sakofs, Mitchell S.
Journal of Research and Development in Education, v19 n1 p49-55 Fall 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAPR86
A study of 61 preservice teachers in K-6 classrooms investigated the subjects' overall attitude toward mainstreaming, their confidence in their ability to work with handicapped children, and their attitude toward the role of the regular teacher in special education evaluation and placement. (MT)
Descriptors: *Anxiety; Cooperating Teachers; Elementary Education; *Mainstreaming; *Preservice Teacher Education; Self Esteem; Student Placement; *Student Teacher Attitudes

EJ231412 AA532189
The Principal's Role in Implementing Public Law 94-142.
Johnson, Alex B.; Gold, Veronica
Clearing House, v54 n1 p32-35 Sep 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJFEB81
This article describes some of the important provisions of PL 94-142 and outlines the extent of the building principal's involvement in their implementation. It discusses the
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DIALOG File 1: ERIC - 66-90/FEB.

principal's role in coordinating mainstreaming efforts between regular and special education personnel and suggests strategies for facilitating regular teachers' acceptance of mainstreamed youngsters. (Author/SJL)
Descriptors: Administrator Guides; *Administrator Role; Coordination; Elementary Secondary Education; Federal Legislation; *Mainstreaming; *Principals; *Program Administration
Identifiers: *Education for All Handicapped Children Act

EJ190577 EC110981
The Challenge of Renegotiating Relations between Regular and Special Education--A Conversation with Maynard C. Reynolds.
Jordan, June B., Ed.
Education and Training of the Mentally Retarded, v13 n3 p303-08 Oct 1978
Language: ENGLISH
Journal Announcement: CIJMAR79
Presented in question and answer format, the article reports on an interview with M. Reynolds which focused on the challenge of renegotiating relations between regular and special educators in light of their changing roles, and the implications of Public Law 94-142 (Education for All Handicapped Children Act) and the individualized education plan it requires. (Author/PHR)
Descriptors: Federal Legislation; *Handicapped Children; Individualized Programs; *Interviews; *Role Perception; Special Education; *Special Education Teachers; *Teacher Attitudes; *Teachers
Identifiers: Education for All Handicapped Children Act; Reynolds (Maynard)

EJ334301 EC182292
Special Education Students in Regular Classes: What Happened to the Pyramid?
Junkala, John, Mooney, Jean F.
Journal of Learning Disabilities, v19 n4 p218-21 Apr 1986
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG86
Of school districts making high use (HU) and those low use (LU) of regular class placement options, HU special education administrators were generally more positive than LU Ss about mainstreaming and placement issues. HU teachers were more positive than LU teachers on several issues, and principals as a group were dramatically more positive than teachers on almost every issue. (CL)
Descriptors: *Administrator Attitudes; *Disabilities; Elementary Secondary Education; Mainstreaming; *Student Placement; *Teacher Attitudes

EJ347257 EC191338
Lack of Focus on Special Education in Literature on Educational Reform.
Lilly, M. Stephen
Exceptional Children, v53 n4 p325-26 Jan 1987
For related documents, see EC 191 334-339.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJMAY87
It is suggested that current shortcomings of special education services may lead authors of national education reports to focus on improvement of general education opportunities for all students rather than increased compensatory education. Special educators must work toward more effective integration of regular and special education. (Author)
Descriptors: Delivery Systems; *Educational Change; *Educational Policy; *Educational Trends; Elementary Secondary Education; *Mainstreaming; *Mild Disabilities; National Surveys; *Special Education

EJ366044 EC201634
Developing Public Policy Concerning "Regular" or "Special" Education for Children with Learning Disabilities.
Martin, Edwin W.
Learning Disabilities Focus, v3 n1 p11-16 Fall 1987
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN88
The article reviews the history of public policy, legislation, and services affecting learning disabled children in the context of professional differences concerning definitional issues and anxieties about current initiatives to serve learning disabled students in the regular classroom. The need for solid research on effective instruction with these groups is stressed. (DB)
Descriptors: *Definitions; *Delivery Systems; *Educational Legislation; Educational Needs; Educational Policy; Elementary Secondary Education; *Learning Disabilities; *Mainstreaming; *Public Policy
Identifiers: *Regular Education Special Education Relationship

EJ366069 EC201659
The Integration of Students with Severe Handicaps into Regular Public Schools: An Analysis of Parents Perceptions of Potential Outcomes.
McDonnell, John
Education and Training in Mental Retardation, v22 n2 p98-111 Jun 1987
Available from: UMI
Language: English

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN88
A survey was conducted of 253 parents of severely-handicapped children attending either special schools or integrated programs in regular public schools. Parents of children attending special schools predicted that mainstreaming would be a negative experience, while parents of already integrated children indicated overwhelmingly positive attitudes toward mainstreaming. (Author/JDD)
Descriptors: Elementary Secondary Education; *Mainstreaming *Multiple Disabilities; Outcomes of Education; *Parent Attitudes; Public Schools; *Severe Disabilities; *Severe Mental Retardation; *Special Schools; Surveys

EJ308382 EC170691
Regular- And Special-Education Teachers' Judgments about Mentally Retarded Children in an Integrated Setting.
McEvoy, Mary A.; And Others
American Journal of Mental Deficiency, v89 n2 p167-73 Sep 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR85
In a study involving 15 regular-education teachers and 15 special-education primary teachers, judgment ratings by regular-education teachers depended both on the characteristics of the target child and the integration ratio in the free-play activity. Special-education teachers' judgments also were influenced by child characteristics but not the integration ratio. (Author/CL)
Descriptors: *Mainstreaming; *Mental Retardation; Primary Education; Special Education Teachers; *Teacher Attitudes

EJ296325 UD510631
Assessment in Context: Appraising Student Performance in Relation to Instructional Quality.
Messick, Samuel
Educational Researcher, v13 n3 p3-8 Mar 1984
Language: English
Document Type: POSITION PAPER (120)
Journal Announcement: CIJJUN84
Discusses report by a National Research Council panel on the overrepresentation of minority children and males in special education programs, especially for the educable mentally retarded. Identifies and discusses two key issues: (1) validity of referral and assessment procedures, and (2) quality of instruction received in regular classroom and special education settings. (CJM)
Descriptors: Academic Achievement; Black Students; Criterion Referenced Tests; *Educational Diagnosis; Educational Needs; Elementary Secondary Education; Equal Education; Males; *Mild Mental Retardation; Minority Group Children; Racial Bias; *Racial Composition; *Special Education; *Student Placement
Identifiers: National Research Council

EJ266788 CG522854
Mainstreaming: Parental Perceptions.
Mlynek, Susan; And Others
Psychology in the Schools, v19 n3 p354-59 Jul 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC82
Surveyed parents (N=159) of learning disabled, mentally retarded, and emotionally disturbed children regarding their reactions to mainstreaming handicapped children. Results indicated that parents of learning disabled children were significantly more supportive of this educational procedure than were the other two groups of parents. Possible reasons are discussed. (Author)
Descriptors: Comparative Analysis; Elementary Education; *Emotional Disturbances; *Learning Disabilities; *Mainstreaming; *Mental Retardation; *Parent Attitudes; Parent School Relationship; Parents; Special Education; *Student Placement

EJ334326 EC182417
Differences in Teacher Perceptions and Student Self-Perceptions for Learning Disabled and Nonhandicapped Learners in Regular and Special Education Settings.
Morrison, Gale M.
Learning Disabilities Research, v1 n1 p32-41 Win 1985
Journal Availability: see EC 182 415.
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG86
The self-perceptions of students were compared to parallel ratings by their teachers for four groups of subjects: 69 nondisabled, 18 learning-disabled-resource room, 25 learning-disabled-resource room, and 33 learning-disabled special class students. Results varied according to which teacher and students, which setting, and which aspect of self and teacher perceptions were rated. (Author/CL)
Descriptors: Elementary Secondary Education; *Learning Disabilities; Mainstreaming; Resource Room Programs; *Self Concept; Special Classes; *Student Attitudes; *Student Placement; *Teacher Attitudes

ED221971 EC150025
Implementing Individualized Education Programs: Analysis of the Role of the Regular Classroom Teacher. Final Report, December 15, 1980 to December 14, 1981.
Nevin, Ann; And Others
California Univ., Santa Barbara. Graduate School of Education.
15 Dec 1981
209p.
Sponsoring Agency: California State Dept. of Education,
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Sacramento. Div. of Special Education.
Grant No.: 42-3008-81-3293-7100
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEMAR83

A three phase study was conducted on the role of regular classroom teachers in implementing individualized education programs (IEPs) for mainstreamed special education students. IEPs in 20 elementary sites were reviewed in phase 1, 59 elementary teachers were surveyed in phase 2, and 16 of those surveyed participated in interviews in phase 3. Five major research issues were addressed in the study: role specification of the IEP document, characteristics of the IEP implementer, environmental characteristics, and child characteristics. Findings from the three data sources were highly consistent, suggesting that regular class teachers were basically uninvolved in the formal aspects of IEP development and implementation (they typically did not attend IEP meetings, did not receive a personal copy of the completed IEP, and rarely referred to one when they did have it). Teachers with more skills, training, and experience in special education, and those who had students from resource specialist programs, were likely to be more involved in the formal IEP process. Informal involvement in the process was noted through meetings with special education teachers. It was concluded that regular class teachers should be included in IEP meetings whenever possible, should be provided with a personal copy of the IEP, and should be given training in diagnostic/prescriptive teaching, special education techniques, collaboration skills, available special education services, and relevant legislative requirements. (CL)

Descriptors: *Disabilities; Elementary Education; *Individualized Education Programs; *Mainstreaming; Program Development; Program Implementation; Teacher Attitudes; *Teacher Role

EJ321092 EC180188

The Social Policy Construction of Special Education: The Impact of State Characteristics on Identification and Integration of Handicapped Children.

Noel, Margaret M.; Fuller, Bruce C.
Remedial and Special Education (RASE), v6 n3 p27-35 May-Jun 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJNOV85

Results of the study indicate that much of the variance among states in terms of numbers of handicapped students identified and use of special versus mainstreamed placement is accounted for by the amount of financial resources states and locals commit to education, a state's minority enrollment, and the number of children living in poverty. (Author/CL)

Descriptors: *Demography; *Disabilities; Elementary

Secondary Education; *Financial Support; *Handicap Identification; Mainstreaming; *Public Policy; *Special Education

ED249220 SP025348
Curriculum Assessment and Modification.
O'Connell-Mason, Christine; Raison, Susan Blom
Minnesota Univ., Minneapolis. National Support Systems Project.
Jul 1982
120p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Evan Jordan and Charlie Lakin.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Grant No.: OEG007902045
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEFEB85
Target Audience: Teachers; Practitioners
This module (part of a series of 24 modules) is on adapting curriculum to the needs of mainstreamed students. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Bibliographic references and journal articles on regular and special education curricula are included. (JD)
Descriptors: Change Strategies; *Curriculum Development; Curriculum Evaluation; Higher Education; Instructional Development; Learning Modules; *Mainstreaming; Preservice Teacher Education; *Special Education; *Teacher Education Curriculum; *Teacher Educators
Identifiers: Education for All Handicapped Children Act

ED257296 EC172724
Mainstreamed Secondary Students and Course Proficiency Testing without Modifications.
Pace-Chappell, Edwina
Apr 1985
28p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

15-19, 1985).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143); POSITION PAPER (120)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEOCT85

The paper addresses the issues of testing modifications with handicapped students in Houston (Texas) Independent School District. Using descriptive data, the performance of secondary mainstreamed and nonhandicapped students on course proficiency field tests without modifications are compared. Approximately 65% of the mainstreamed students were learning disabled or speech handicapped. Comparisons of scores on criterion referenced tests (without adaptations) for 14 academic courses revealed that mainstreamed Ss performed as well or better than their nonhandicapped peers on five tests (Algebra I, geometry, world history, world geography, and U.S. history). Data further suggested that testing modifications are necessary for mainstreamed students on course proficiency tests in English and science, although testing without modifications seemed appropriate for the areas of mathematics and social studies. It is concluded that testing modifications are not the answer to the high failure rate for mainstreamed students in maximum competency programs, but that students with a low probability for success should not be mainstreamed. (CL)

Descriptors: *Disabilities; *Mainstreaming; *Minimum Competency Testing; Secondary Education; *Testing

EJ259646 EC141619
Relationship of State Educational Criteria and Demographic Variables to School-System Prevalence of Mental Retardation.
Patrick, Joleen L.; Reschly, Daniel J.
American Journal of Mental Deficiency, v86 n4 p351-60 Jan 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUL82

A survey of state departments of education revealed wide variations in mental retardation terminology, definition, and classification variables. Demographic characteristics based on summary data for states on variables such as per capita income, educational level, and rate of illiteracy were highly related to school system prevalence. (Author)

Descriptors: Classification; *Definitions; *Demography; Eligibility; *Incidence; *Mental Retardation; *State Standards

ED203538 EC132802
Interrelationship Between Regular and Special Education Service Delivery Systems for Intervention Attitude of Acceptance Toward Exceptional Children: Participant's Manual. Activity Directions, Exceptional Child Component.
Peterson, Diana K.; Whitmore, Ladonna
Rocky Mountain Teacher Corps Network, Landers, Wyo.

[1980
54p.; Print is small. For related documents, see EC 132 801-809.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; Wyoming
Journal Announcement: RIENOV81
Target Audience: Practitioners; Students
The participant's manual contains activity direction for a teacher workshop focusing on the interrelationship between regular and special education, service delivery systems for intervention, and attitude of acceptance toward exceptional children. Activities correspond to the ten workshop objectives: to define the concept of mainstreaming, to write a rationale for mainstream education, to compare and contrast mainstream education with traditional special programs, to describe the various instructional models and the role relationships of personnel within each, to become aware of the way in which differences set people apart, to describe the classifications and characteristics of special students, to compare and contrast academic information versus labels as aids in planning for instruction, to appreciate the sense of being "different" as experienced by special students, to describe the ways in which expectations and stereotypes of others affect responses/learning/relationships, and to identify positive characteristics in labeled special students. The bulk of the document provides definitions, behavioral characteristics, educational treatment, and readings related to specific exceptionalities. (SB)
Descriptors: *Cooperation; *Definitions; *Delivery Systems; *Disabilities; Elementary Secondary Education; *Gifted; Mainstreaming; Student Characteristics; Teacher Workshops; *Teaching Methods

EJ310123 EC171051
The Integration of Eight Down's Syndrome Children into Regular Schools.
Pieterse, Moira; Center, Yola
Australia and New Zealand Journal of Developmental Disabilities, v10 n1 p11-20 Mar 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAPR85
Eight Down's Syndrome children integrated into regular classes after exposure to 3-5 years early intervention, functioned within the mild rather than the moderate range of mental retardation, and their social skills and oral reading and comprehension were acceptable. (Author/CL)
Descriptors: Adjustment (to Environment); *Downs Syndrome;
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Elementary Education; *Intervention; *Mainstreaming

ED150121 SP012141
Teachers Talk: PL 94-142 Reaches the Classroom. A Look at Early Reactions to the Education for All Handicapped Children Act.
Pipes, Lana, Ed.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; National Education Association, Washington, D.C.
Feb 1978
60p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN78
This publication documents the firsthand experience of teachers as they work to implement the Education for All Handicapped Children Act (Public Law 94-142). A panel consisting of three regular classroom teachers, two special education teachers, and a school counselor discussed the problems involved in meeting the requirements of the Act and possible solutions to these problems. Discussion among panel participants focused largely on the individualized education plan (IEP), the first provision of the Act, upon which further implementation rests. The preparation of the IEP, the placement of handicapped children in the least restrictive environment, and the inservice and preservice personnel development needed to write and implement IEPs in both regular and special education are explored. Further discussion followed on the subject of the effects in the classroom, in terms of attitudes and achievement, on both the handicapped and nonhandicapped students. (JD)
Descriptors: Educational Planning; Elementary Secondary Education; *Federal Legislation; *Handicapped Children; *Individualized Instruction; Inservice Teacher Education; *Mainstreaming; Parent Participation; *School Responsibility; Special Education; Teacher Attitudes
Identifiers: Education for All Handicapped Children Act

EJ229410 AA531952
Mainstreaming--A Concept in Need of Operational Clarification.
Pratt, Evelyn; Watkins, J. Foster
Capstone Journal of Education, v1 n1 p5-15 Jun 1980
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJJAN81
With special reference to Alabama schools, the authors review the development of the mainstreaming concept and consider some of the attitudinal, definitional, organizational, and regulatory problems inhibiting this reintegration of regular and special education. (SJL)

Descriptors: Administrative Change; *Administrative Problems ; Attitudes; Definitions; Delivery Systems; *Mainstreaming; *Program Implementation
Identifiers: Alabama

ED252034 EC171191
Multifactored Nonbiased Assessment: Convergent and Discriminant Validity of Social and Cognitive Measures with Black and White Regular and Special Education Students. Final Project Report.
Reschly, Daniel J.; And Others
Nov 1984
64p.; Paper presented at the Annual Conference of the American Association on Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984).
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Grant No.: G008101156
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEMAY85
The convergent and discriminant validity of a wide range of cognitive and social competence measures were investigated with 400 students (7-11) stratified by race (white and black) and educational placement (regular and special education for mildly handicapped students). The majority of special education students were classified as learning disabled. As expected, the special education Ss scored substantially below regular education Ss on all academic competence indices (including the Wechsler Intelligence Scale for Children Revised and the Peabody Individual Achievement Test). The magnitude and pattern of differences among special and regular education students were quite similar for black and white Ss. Special education Ss obtained substantially lower scores on all social competence indices (including classroom sociometrics and the Adaptive Behavior Inventory for Children). The magnitude of differences among regular and special education students suggested relatively little overlap of distributions for white and black students. Discriminant function analysis suggested relatively strong convergent and discriminant validity using the criterion of handicapped child vs. regular education placement. A multitrait-multimethod analysis of the academic and social competence measures yielded less positive results, suggesting relatively high method variance and relatively low trait variance for the social competence measures. Among implications noted are that social competence measures, particularly with minority students, are likely to be valuable adjuncts to traditional assessment practices. (Author/CL)
Descriptors: Academic Ability; *Black Students; *Competence Elementary Education; *Interpersonal Competence; Learning Disabilities; *Mild Disabilities; Social Behavior; Sociometric
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Techniques; Test Bias; *Test Validity

EJ241576 TM505936
Historical Change in School Classification.
Richardson, John G.
Educational Research Quarterly, v5 n3 p50-62 Fall 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Journal Announcement: CIJJUN81
As an extension of the focus on the relation of special education to regular education, this study investigated the national pattern of change in the school provision for educable mental retardation for the years 1940 to 1976. Across states, increased uniformity of inclusion of mentally exceptional students is apparent. (Author/GK)
Descriptors: Educational History; Educational Trends; Elementary Secondary Education; Labeling (of Persons); Mainstreaming; *Mild Mental Retardation; *National Surveys; Public Education; *Special Education; *Student Placement

EJ331433 EC181850
Adaptive Behavior, Social Adjustment, and Academic Achievement of Regular and Special Education Children.
Richmond, Bert O.; Blagg, Donald E.
Exceptional Child, v32 n2 p93-98 Jul 1985
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN86
The study compared adaptive behavior, social adjustment and academic achievement of educable mentally retarded, learning disabled, behavior disordered, and regular class elementary children (N=120). Significant differences were found in adaptive behavior, social adjustment, and academic achievement among the four groups; none of the instruments, however, was able to differentiate among all four categories of children. (Author/CL)
Descriptors: *Academic Achievement; *Adaptive Behavior (of Disabled); Behavior Disorders; Elementary Education; Learning Disabilities; Mental Retardation; *Mild Disabilities; *Social Adjustment

ED224239 EC150623
Mainstreaming: Implications for Reconceptualizing Schooling. Incidental Papers. Reports of the Deans' Grants: 6.
Sapon-Shevin, Mara
1 Apr 1981
31p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (58th, April 1, 1981). For related documents, see EC 150 621-626.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)

Geographic Source: U.S.; Ohio
Journal Announcement: RIEMAY83
The paper focuses on differences between regular and special education and suggests ways in which the principles of P.L. 94-142 (the Education For All Handicapped Children Act) can be extended to the education of nonhandicapped students. Special education as mandated by P.L. 94-142 differs from regular education in six dimensions: mandate for appropriate education, emphasis on individualization, attention to the social climate and to social goals, the role of the parents in the educational process, staffing patterns and interdisciplinary process, and accountability. Applications to regular education of these principles would result in a variety of changes, including reduced class sizes, development and implementation of social skills curricula, use of release time to allow teachers to meet with parents, increased interdisciplinary consultation, and greater accountability for student outcomes. Impediments to such changes exist, but the benefits of extending the merits of P.L. 94-142 to all of education are great. (CL)
Descriptors: *Accountability; Compliance (Legal); *Disabilities; Elementary Secondary Education; Federal Legislation; *Individualized Instruction; Interdisciplinary Approach; Interpersonal Competence; *Parent School Relationship; Program Implementation; *Social Environment; *Special Education
Identifiers: Deans Grants Program; *Education for All Handicapped Children Act

EJ334317 EC182408
Educational Mainstreaming and the Career Development of Hearing-Impaired Students: A Longitudinal Analysis.
Saur, Rosemary; And Others
Volta Review, v88 n2 p79-88 Feb-Mar 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG86
The study tested a model of the relationship between educational mainstreaming and the achievement of 225 hearing-impaired students. Evaluation using path analysis indicated that the model adequately represents the relationships in the data among student background, achievement, placement, and later employment. (Author/CL)
Descriptors: *Career Development; *Hearing Impairments; Longitudinal Studies; *Mainstreaming; Models; *Prediction

EJ234325 EC130355
The Diagnostic/Instructional Link in Individualized Education Programs.
Schenck, Susan J.
Journal of Special Education, v14 n3 p337-45 Fall 1980
Language: English
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR81
To determine the extent to which the long-term goals and short-term instructional objectives of the individualized education programs (IEPs) can be documented as being predicated upon the psychoeducational assessment, the IEPs and corresponding psychoeducational assessments of 243 students identified as educable mentally retarded, emotionally disturbed, or learning disabled were collected and analyzed. (Author/PHR)
Descriptors: *Disabilities; *Educational Diagnosis; Elementary Secondary Education; *Individualized Education Programs; Psychoeducational Methods; *Student Educational Objectives

ED175201 EC120130
IEP's: The State of the Art - 1978.
Schenck, Susan J.; Levy, William K.
Northeast Regional Resource Center, Hightstown, N.J.
Apr 1979
22p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Contract No.: 300-77-0537
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEJAN80
Three hundred individualized education programs (IEPs) and corresponding psychoeducational assessments were collected from the files of children who had been identified as educable mentally retarded (EMR), emotionally disturbed (ED), learning disabled (LD) and other. Frequency distributions were performed on the data obtained from the IEPs and psychoeducational assessments to determine the extent to which required IEP components were actually contained in the programs. Among results were that 64% of the cases examined did not report current level(s) of performance; 20% did not reveal goals and/or objectives; 18% had no statement specific to related educational services; and 68% did not include information on the amount of time to be spent in regular education. Other results included that the referring teacher was involved in IEP development only 15% of the time; and parents and school psychologists were involved in only 26% of the cases. Findings emphasized the need for inservice training regarding necessary IEP components and translating diagnostic information into an appropriate educational program. (CL)
Descriptors: Emotional Disturbances; Exceptional Child Research; Federal Legislation; *Handicapped Children; *Individualized Programs; Learning Disabilities; Mainstreaming ; Mild Mental Retardation; *Program Evaluation; State of the Art Reviews; Student Evaluation; Student Placement

EJ352529 EC192374
Back to the Future.
Schiffman, Gilbert
Academic Therapy, v22 n5 p539-47 May 1987
Paper presented at the International Conference of the American Council on Learning Disabilities. For related documents, see EC 192 112.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Journal Announcement: CIJAUG87
Reactions to the regular/special education interface initiative of the Office of Special Education and Rehabilitative Services include the need to protect educational entitlements of the handicapped, improve vocational and career planning, modify stringent graduation requirements for handicapped students, and implement the Education of the Handicapped Act Amendments (1986). (DB)
Descriptors: *Educational Cooperation; Educational Legislation; *Educational Needs; Elementary Secondary Education; *Federal Legislation; Individualized Instruction; *Learning Problems; *Special Education; Technological Advancement; Vocational Education
Identifiers: *Education of the Handicapped Act Amendments 1986; *Regular Special Education Interface

EJ306357 CG527145
Predictors of Successful Transition from Self-Contained Special Education to Regular Class Settings.
Schneider, Barry H.; Byrne, Barbara M.
Psychology in the Schools, v21 n3 p375-80 Jul 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB85
Rated the adjustment of 129 newly mainstreamed learning disabled, emotionally disturbed, and mildly developmentally disabled pupils. While the teachers were, in general, very satisfied with the pupils' progress in both academic and behavioral areas, satisfaction declined after grade six. IQ data did not predict satisfactory adjustment. (JAC)
Descriptors: Age Differences; Elementary Secondary Education; Emotional Disturbances; Foreign Countries; Learning Disabilities; *Mainstreaming; Mild Mental Retardation; *Predictor Variables; *Student Adjustment; Student Placement; Students
Identifiers: Canada

EJ246223 RC504248
A Three Year Study of Learning Disabled Children in Mainstreamed and Self Contained Classes
Scholom, Allan; And Others
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Education, v101 n3 p231-38 Spr 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP81

Discusses results of a three-year investigation of personal, social and academic adjustment by learning disabled students. Concludes that younger children in self contained classrooms achieve more academic and personal success than older ones and those in mainstreamed classes. Identifies five critical factors affecting educational outcomes with learning disabled children. (JD)

Descriptors: *Academic Achievement; Age Differences; *Behavior Change; Class Organization; Elementary Education; *Learning Disabilities; *Mainstreaming; *Self Contained Classrooms; *Social Behavior; Student Improvement
Identifiers: *Chicago

ED279140 EC192102
Implementation of P.L. 94-142 and Its Accomplishments, Problems and Future Challenges: A State Education Agency Perspective.
Schrag, Judy A.
1987
36p.; In: The Future of Special Education: Proceedings of the Council for Exceptional Children Symposium (Lake Geneva, Wisconsin, May 1986); see ED 276 245.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; Washington
Journal Announcement: RIEJUL87

Written from the perspective of a state director of special education, the paper identifies and discusses accomplishments in special education during the 10 years since the Education for All Handicapped Children Act (P.L. 94-142) was enacted, current problems and issues, and future challenges within the following key areas of change: (1) access to education for all handicapped children; (2) continuum of services from birth to adulthood--early childhood intervention; (3) continuum of services from birth to adulthood--transition programs for older students with handicaps; (4) least restrictive environment; (5) special education manpower; (6) monitoring of special education programs/related services; and (7) programs for gifted students. Despite the increasing financial challenges facing special education the future is likely to bring solidified regular and special education partnerships, programming for unserved and underserved groups of handicapped students, improved implementation of the continuum of services delivery approach, increased effective integration of severely handicapped into the public schools, maintenance of procedural safeguards along with efforts to reduce the legalistic burdens on special education, increased emphasis on technical assistance in state monitoring of special education programs, and continuation and enhancement of gifted programming. (DB)

Descriptors: Access to Education; Accountability;

Administrator Attitudes; *Delivery Systems; *Disabilities; *Educational Trends; Education Work Relationship; Elementary Secondary Education; Equal Education; Federal Legislation; Futures (of Society); *Gifted; Labor Force; Mainstreaming; Normalization (Handicapped); Program Evaluation; Retrenchment *Special Education; *Trend Analysis

Identifiers: Early Intervention; *Education for All Handicapped Children Act

ED236842 EC160860

Communication of IEP Goals and Student Progress among Parents, Regular Classroom Teachers, and Administrators Using Systematic Formative Evaluation.

Sevcik, Bonita; And Others

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Apr 1983

41p.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Contract No.: 300-80-0622

Report No.: IRLD-RR-114

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEAPR84

Reactions of 12 parents, 25 teachers, and 11 administrators to various aspects of students' reading programs and progress in elementary school resource rooms throughout the year were investigated. Survey data were collected on participation, satisfaction, and clarity as part of a study that examined the effects of resource room teachers' use of a formative evaluation system on student achievement in reading. Teachers of experimental group students first wrote curriculum-based individualized education program (IEP) goals and objectives in reading. Then teachers developed curriculum-based measurement systems to match specific goals and objectives. Measurement data were used to modify instructional programs. Results indicated that participation in and clarity of the students' programs and progress were lacking, with evidence of a difference in special education/regular education communication between two districts. (Author/CL)

Descriptors: Administrator Attitudes; *Disabilities; Elementary Education; *Formative Evaluation; Individualized Education Programs; Parent Attitudes; *Remedial Reading; *Resource Room Programs; *Student Educational Objectives; Teacher Attitudes

EJ347258 EC191339

The New Push for Excellence: Widening the Schism between Regular and Special Education.

Shepard, Lorrie A.

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Exceptional Children, v53 n4 p327-29 Jan 1987
For related documents, see EC 191 334-338.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJMAY87
The article cites high costs associated with assessment and staffing of children classified as learning disabled. It is suggested that overreferral of hard-to-teach children perpetuates teaching deficiencies. Professional entrenchment is discussed, and placing a cap on the percentage of mild handicaps funded by state and federal governments is recommended. (Author/JW)
Descriptors: Delivery Systems; *Educational Policy; *Educational Trends; Elementary Secondary Education; Financial Support; Handicap Identification; Learning Disabilities; *Mild Disabilities; Professional Recognition; *Special Education; *State Federal Aid

EJ356448 CE518194
The Education for All Handicapped Children Act: Schools as Agents of Social Reform.
Singer, Judith D.; Butler, John A.
Harvard Educational Review, v57 n2 p125-52 May 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJNOV87
The authors report findings of a study on the Education for All Handicapped Children Act's implementation in five school districts across the country, conducted from 1982 through 1985. They focus on equilibration between federal demands and local capacity. Significant attitude transformation and social reform have occurred, but inequities remain. (Author/CH)
Descriptors: Attitude Change; Compliance (Legal); Elementary Secondary Education; *Exceptional Persons; Federal Regulation *Normalization (Handicapped); *School District Autonomy; *School Responsibility; *Social Action; *Special Education
Identifiers: *Education for All Handicapped Children Act

ED291177 EC201791
An Organizational Analysis of Special Education Reform.
Skrtic, Thomas M.
1987
60p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); REVIEW LITERATURE (070)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEJUL88
The paper identifies current special education practice and the current organization of schools as instrumental in actually creating the category of mildly handicapped students. A dichotomy between departments of special education and educational administration is noted. Only replacement of the

system with an entirely different configuration and not rational technical efforts at reform can effect real change. There is a lack of theoretical basis to the mainstreaming debate and in the original formulation of Public Law 94-142, the Education for All Handicapped Children Act. Special education has erred in locating the cause of disability within the person and excluding from consideration causal factors lying in the larger external social, political, and organizational processes. Among topics considered in support of this argument are: school organization and change, professional bureaucracies as machines, response to change demands, organizational paradigms and change, values/power, school organization and disability, the nature of special education, the nature of progress, empirical evidence on the implementation of P.L. 94-142, and prospects for the future. An extensive bibliography is appended. (DB)

Descriptors: Cultural Influences; *Disabilities; Educational Legislation; *Educational Philosophy; Etiology; *Organizational Change; Political Issues; *School Organization; *Special Education; Theories; Values

Identifiers: Education for All Handicapped Children Act

ED266574 EC181738

Interorganizational Special Education Programming in Rural Areas: Technical Report on the Multisite Naturalistic Field Study. Volumes I through IV.

Skrtic, Thomas M.; And Others

Kansas Univ., Lawrence. Dept. of Special Education.

1985

887p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-81-0017

EDRS Price - MF06/PC36 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Kansas

Journal Announcement: RIEJUL86

The report discusses a field study of the implementation of major requirements of P.L. 94-142, the Education For All Handicapped Children Act, by rural districts, and presents detailed case studies of five districts' responses. The first volume introduces the naturalistic model of inquiry, noting its philosophical underpinnings and basic characteristics. Operational Procedures in carrying out the field study research are addressed, including design update, site selection, data analysis, draft reviews, and steps to assume trustworthiness of the data (including its credibility, transferability, and dependability). Results of the field study are examined in terms of organizational/governance issues, service and delivery mechanism issues, effectiveness and impact issues. Among conclusions and policy recommendations offered is the need to clarify and simplify P.L. 94-142; provide more resources, proportionately, to rural

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

areas; fully fund mandated programs; and stimulate formulas. A series of trade-offs in the policy decision process are also considered. Volumes II and III of the report present the detailed case studies of five rural districts and their responses to implementing P.L. 94-142. Volume IV contains four commissioned papers with the following titles and authors: "Special Education in Rural America" (P. Worth); "Dean's Grants Projects and Rural Education" (M. Reynolds); "Local Implementation of P.L. 94-142: Similarities and Differences between Rural and Nonrural Local Education Agencies (LEAs)" (A. Wright); and "Problems and Strategies Regarding Regionalizing Service Delivery: Educational Collaboratives in Rural America" (D. Helge). (CL)

Descriptors: Boards of Education; Case Studies; *Compliance (Legal); *Cooperative Programs; Delivery Systems; *Disabilities; Elementary Secondary Education; Federal Aid; *Federal Legislation; Needs Assessment; Program Administration ; Program Effectiveness; *Rural Education; *School District Autonomy

Identifiers: *Education for All Handicapped Children Act

EJ325307 EC180791

Facilitating Mainstreaming by Modifying the Mainstream.

Stainback, William; And Others

Exceptional Children, v52 n2 p144-52 Oct 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJFEB86

The authors examine some of the underlying problems in the current organizational structure of the schools that hinder regular classroom teachers from being able to adapt their instruction to meet diverse student needs and suggest modifications needed in the traditional structure. (Author/CL)

Descriptors: *Change Strategies; Educational Philosophy; Educational Trends; Elementary Secondary Education; Mainstreaming; *Mild Disabilities

EJ308449 EC170958

A Rationale for the Merger of Special and Regular Education.

Stainback, William; Stainback, Susan

Exceptional Children, v51 n2 p102-11 Oct 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJMAR85

The article provides a rationale for the merger of special and regular education into one unified system structured to meet the unique needs of all students. Two major premises (lack of need and inefficiency of operating a dual system) are discussed, and some possible implications of merger are considered. (Author/CL)

Descriptors: Classification; Curriculum; *Disabilities; *Educational Policy; Elementary Secondary Education; *Special Education

EJ319048 SO513995
Is the Integration of Children with Special Needs Happening?: An Analysis of Recent Statistics of Pupils in Special Schools.
Swann, Will
Oxford Review of Education, v11 n1 p3-18 1985
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP85
Overall, there is no trend toward the integration of pupils with special needs into ordinary schools in England. However, different results emerge for different categories of handicap. For example, there is evidence of integration for children with sensory handicaps, but children with learning difficulties and those termed maladjusted are being segregated. (Author/RM)
Descriptors: *Comparative Education; *Disabilities; Educational Practices; Educational Research; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Mainstreaming
Identifiers: *England

EJ284060 EC152722
The Effects of Labels and Assigned Attributes on Teacher Perceptions of Academic and Social Behavior.
Taylor, Ronald L.; And Others
Education and Training of the Mentally Retarded, v18 n1 p45-51 Feb 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJNOV83
A study involving 240 students (undergraduate special education, graduate special education, undergraduate regular education, and graduate regular education) indicated that the label ascribed to a child significantly affected his/her perceptions of student academic behavior, and to a lesser degree, social behavior. The assigned attribute did not alter teacher perception. (Author/CL)
Descriptors: Academic Achievement; *Disabilities; *Labeling (of Persons); Social Behavior; *Teacher Attitudes

ED224234 EC150617
Traditional Barriers to Educational Opportunity: Unserved/Underserved Children and Young People in Special Education.
Taylor, Steven J.; And Others
Syracuse Univ., NY. Special Education Resource Center.
[1981
15p.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Contract No.: 300-80-0723
(cont. next page)

DIALOG INFORMATION SERVICES, INC.

DIALOG File 1: ERIC - 66-90/FEB.

EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; New York
Journal Announcement: RIEMAY83
Target Audience: Practitioners

Barriers to providing an appropriate public education to all children with handicaps are analyzed, and promising practices are identified to counter the effect of each. Nonbiased assessment procedures, vocational or educational curricula, and related services are seen as critical aspects in overcoming technological barriers, while attitude training for educators and nondisabled children is suggested to deal with attitudinal barriers. Jurisdictional barriers may be dealt with by such actions as legal and policy mandates and interagency agreements. Policies clearly defining roles and responsibilities of regular and special education personnel and materials on parents' and children's rights are among ways advocated for meeting administrative and political barriers. Architectural barriers may be surmounted by cost-effective design modifications, while economic barriers may be addressed through the use of existing facilities and the efficient use of volunteers. Also suggested are ways to handle personnel barriers (including staff incentive and training alternatives); logistical barriers (such as using mobile assessment teams in rural areas); legal barriers (model legislation and policies on preschool education and graduation competency requiremens); motivational barriers (encouraging youth to stay in school through work study approaches); and idiosyncratic barriers. (CL)

Descriptors: *Accessibility (for Disabled); Administrative Problems; Attitude Change; *Disabilities; Elementary Secondary Education; *Equal Education; Legal Problems; Political Influences; Preschool Education; Rural Areas; Social Bias; *Special Education; Transportation

ED209815 EC140329
State Allocation and Management of P.L. 94-142 Funds.
Thomas, Margaret A.
Rand Corp., Santa Monica, Calif.
Sep 1980
53p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: 300-79-0522
Report No.: Rand-N-1561-ED
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEAPR82

The study examined how nine State Departments of Education allocate and manage their P.L. 94-142 (the Education for All Handicapped Children Act) funds. The introduction explains that a single question lies at the core of the study--Should additional or revised procedures concerning the use of program

funds be instituted to help states better meet the intent of P.L. 94-142? Section II describes how the nine states allocate their P.L. 94-142 funds and how compatible the program is perceived to be with the states' regular and special education finance formulas. Section III discusses how these nine states manage their P.L. 94-142 programs; and a final section reviews study findings and draws policy implications. Among findings were the following: the nine states sampled allocated their funds consistent with the P.L. 94-142 formula; the most common use of discretionary funds was for grants and contracts to local education agencies and intermediate education agencies; funds were most frequently targeted for vocational special education; the method of allocating discretionary funds varied from state to state; state management of P.L. 94-142 varied and depended on established state procedures and staff; and states, in general, were holding districts accountable for what they, in turn, were being held accountable for by the Office of Special Education. Among implications listed are that states appear to be using discretionary funds to meet state needs and that most states appear to have procedurally complied with P.L. 94-142. (SB)

Descriptors: *Budgeting; *Compliance (Legal); *Disabilities Elementary Secondary Education; Federal Legislation; *State Departments of Education; *State Federal Aid

Identifiers: *Education for All Handicapped Children Act

EJ277817 CS706159

Communication with the Handicapped: A Three Year Study of the Effectiveness of Mainstreaming.

Thompson, Theresa L.

Communication Education, v32 n2 p185-95 Apr 1983

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUL83

Results indicate that mainstreaming physically handicapped children into regular classes is having some positive consequences. Nonhandicapped children participating in the mainstreaming program show more ability to communicate with the handicapped than those not participating in the program. Handicapped children, however, are still not in the mainstream of classroom activities. (PD)

Descriptors: Classroom Communication; *Communication Research; *Communication Skills; *Elementary School Students; Grade 1; Grade 3; Grade 6; *Interpersonal Competence; *Mainstreaming; *Physical Disabilities

ED244441 EC162454

Instructional Intervention Research: An Integrative Summary of Findings.

Thurlow, Martha L.; Ysseldyke, James E.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Sep 1983
79p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Contract No.: 300-80-0622
Report No.: IRLD-RR-143
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEOCT84
Target Audience: Practitioners
Six years of studies on assessment and identification issues for learning disabled (LD) students are summarized, and implications for instructional intervention are noted. In chapter 1, findings on four topics are highlighted (sample findings in parentheses); instruction prior to referral (only about one-half of the school day is instructional time); individualized educational plans (subjective teacher evaluation has the greatest influence on daily instruction); interventions for special needs students (classroom teachers believe they are inadequately trained); and interventions for LD students (there are no differences in time allocated to instruction for LD and non-LD students). Implications of these findings for practice are considered in chapter 2 in terms of instructional time considerations, instructional decisionmaking, and interactions between regular education and special education. Chapters 3-6 present evidence from the studies for the major findings of the studies. A final chapter, chapter 7, summarizes the data sources and research procedures used in the previous chapters. (CL)
Descriptors: Decision Making; Elementary Secondary Education ; Individualized Education Programs; *Instruction; *Intervention; *Learning Disabilities; Teaching Methods

ED157220 EC110777
Comprehensive Approach to Pupil Planning: Stage III - Instructional Planning (Includes Data Sources Within the CAPP System and Teacher's Instructional Plan). Experimental Edition.
Vlasak, Frances Stetson; Kaufman, Martin J.
Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.
[1977
34p.; Print on page 7 may be too small to read easily; For related information, see EC 110 775-778
EDRS Price - MF01/PC02 Plus Postage.
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC78
Target Audience: Practitioners
Presented is Stage III of the Comprehensive Approach to Pupil Planning (CAPP) System, a three-stage model for planning educational interventions in the regular and special education classrooms and for guiding placement decisions. The guide focuses on the instructional planning team with sections on the following: Stage III personnel; roles and responsibilities

of planning team members; the teacher's instructional plan; and revision of the teacher's instructional plan. Appended are suggested forms for parental involvement and notification and a list of developmental scales and instructional objective banks useful in developing the teacher's instructional plan. Also provided are a sample form for the teacher's instructional plan and a booklet listing data sources within the CAPP System. (SBH)

Descriptors: Conceptual Schemes; Decision Making; Elementary Secondary Education; *Handicapped Children; Instructional Design; *Instructional Programs; Interdisciplinary Approach; *Models; *Program Development; Program Guides; Records (Forms) ; *Teamwork

Identifiers: *Comprehensive Approach to Pupil Planning

ED157219 EC110776

Comprehensive Approach to Pupil Planning: Stage II - Planning and Placement (Includes Planning and Placement Team Meeting Agenda). Experimental Edition.

Vlasak, Frances Stetson; Kaufman, Martin J.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

[1977

46p.; Print in forms may be too small to read easily; For related information, see EC 110 775-778

EDRS Price - MF01/PC02 Plus Postage.

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC78

Target Audience: Practitioners

Presented is Stage II of the Comprehensive Approach to Pupil Planning (CAPP) System, a three-stage model for planning educational interventions in the regular and special education classrooms and for guiding placement decisions. The guide focuses on the evaluation services performed by the Planning and Placement Team (PPT) with sections on the following: Stage II personnel; roles and responsibilities of PPT members; forms for sharing student assessment data; and PPT meeting agenda (which includes determining eligibility for special education services, a review of services provided, and identification of instructional and related resources required to implement selected strategies). Appended are requirements and suggested forms for parental notification and consent, forms for sharing student assessment data, and a special education dismissal form. Also provided is a PPT meeting agenda booklet. (SBH)

Descriptors: Conceptual Schemes; Decision Making; Educational Programs; Elementary Secondary Education; *Handicapped Children; Interdisciplinary Approach; *Models; *Program Development; Program Guides; *Records (Forms); *Student Placement; *Teamwork

Identifiers: *Comprehensive Approach to Pupil Planning

DIALOG File 1: ERIC - 66-90/FEB.

EJ354109 EC192642
Toward Achieving Educational Excellence for All Students: Program Design and Student Outcomes.
Wang, Margaret C.
Remedial and Special Education (RASE), v8 n3 p25-34 May-Jun 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJSEP87
A discussion of recent developments and research on school improvement efforts precedes a review of information needs for broadening the data base on implementation and evaluation of innovative school improvement programs for handicapped and nonhandicapped students. A table matches effective classroom learning environments and expected student outcomes. (CB)
Descriptors: *Disabilities; *Educational Environment; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Instructional Effectiveness; *Research Needs; *School Effectiveness

EJ311828 EC171258
An Investigation of the Implementation and Effects of a Full-Time Mainstreaming Program.
Wang, Margaret C.; And Others
Remedial and Special Education (RASE), v5 n6 p21-32 Nov-Dec 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAY85
The article reports results of a study on the Adaptive Learning Environment designed to integrate moderately handicapped students in regular classes on a full-time basis. Data supported the ALEM as a feasible and effective approach and identified significant reading and math achievement gains for regular and special education students. (CL)
Descriptors: *Academic Achievement; *Disabilities; *Mainstreaming; Program Effectiveness; Program Evaluation; *Program Implementation; Teaching Methods
Identifiers: *Adaptive Learning Environments Model

EJ298145 EC161680
Effective Special Education in Regular Classes.
Wang, Margaret C.; Birch, Jack W.
Exceptional Children, v50 n5 p391-98 Feb 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG84
A study of 156 K-3 classrooms revealed that the Adaptive Learning Enviornments Model, an educational approach that accommodates, in regular classes, a wider-than-usual range of individual differences, can be implemented effectively in a

variety of settings, and that favorable student outcome measures coincide with high degrees of program implementation. (Author/CL)
Descriptors: *Disabilities; *Mainstreaming; *Models; Primary Education; *Program Effectiveness
Identifiers: Adaptive Learning Environments Model

EJ163584 AA526539
Street-Level Bureaucrats and Institutional Innovation: Implementing Special-Education Reform
Weatherley, Richard; Lipsky, Michael
Harvard Educational Review, 47, 2, 171-97 1977
Language: ENGLISH
Journal Announcement: CIJE1978
Examines the implementation of Chapter 766, the dramatically innovative state special-education law in Massachusetts. Shows how the necessary coping mechanisms that individual school personnel use to manage the demands of their jobs may, in the aggregate, constrain and distort the implementation of special-education reform. (Editor/RK)
Descriptors: Educational Finance; *Educational Legislation; *Educational Practices; Government Employees; *Program Development; Program Evaluation; Research Methodology; *Special Education; *Specialists; Student School Relationship Tables (Data)

ED254033 EC171742
The Impact of Early Intervention, PL 94-142 and Other Factors on Mainstreaming. Final Report, 3/1/83-4/30/84.
Weissman, Carol Sacker; And Others
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
30 Jul 1984
125p.; Submitted by the Office of Institutional Planning and Research.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Grant No.: G008300028
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUL85
Two separate studies were conducted to determine what factors contributed to and predicted mainstreaming of handicapped youngsters, and to study the impact of early intervention and P.L. 94-142 (the Education for All Handicapped Children Act) on mainstreaming. In Study A, 434 elementary-level special education student records were examined, and subsequent student placement 1 year later was recorded. Current IQ, data on the family's stability, and a rating of the student's hostile behavior, were the variables that tended to discriminate the most between handicapped
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

youngsters who were placed in less restrictive educational settings and those who remained in a segregated special education school. Study B examined the impact of early intervention (no preschool, regular school, special education preschool) on educational placement in the mainstream continuum for 281 handicapped children, aged 5-8, and compared the amount and type of mainstreaming before and after the implementation of P.L. 94-142. No significant trends were found in either case. However, higher socioeconomic status of parents, regardless of type of early intevention, seemed to indicate a trend toward mainstreaming after the implementation of P.L. 94-142. (JW)

Descriptors: *Disabilities; Elementary Education; Followup Studies; *Intervention; *Mainstreaming; Preschool Education; Student Adjustment; Success

Identifiers: *Early Intervention; Education for All Handicapped Children Act

ED174896 CG013687

The Counselor's Role in Individualized Education Program (IEP) Development.

Wheaton, Peter J.; Vandergriff, Arvil F.

Nov 1978

22p.; Paper presented at the Conference of the Florida Personnel and Guidance Association (29th, Orlando, Florida, November 16-18, 1978); Some pages will not reproduce well

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN80

Training techniques available for school counselors which can be utilized in working with regular classroom teachers, special education teachers, placement committee staffings and in the liaison role currently emerging are described. The materials presented address the following areas of concern: (1) recent trends in special education programming, such as the requirements of Public Law 94-142, which have contributed to a changing counselor role; (2) the challenge of the individualized education program (IEP), which details the unique needs of the handicapped child and is accentuated by the requirement that a group of people develop, implement as well as monitor the program; (3) strategies for effective group problem solving which appear to be the responsibility of the school counselor; and (4) the potential for the counselor's skillfulness in human relations to have a positive effect on a staffing committee's group decision regarding IEP's. The appendices contain the inserts which provide the model and forms for use in developing IEP's. (Author)

Descriptors: *Counselor Role; Educational Innovation; Educational Legislation; Elementary Secondary Education; *Handicapped Students; *Individualized Instruction; *Mainstreaming; Program Descriptions; *Program Development; *Special Education; Student Needs

Identifiers: *Education for All Handicapped Children Act

EJ349348 EC191841
From Referral to Placement: Teachers' Perceptions of Their Responsibilities.
White, Richard; Calhoun, Mary Lynne
Exceptional Children, v53 n5 p460-68 Feb 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN87
Eleven special education resource teachers from seven North Carolina education agencies outlined their responsibilities in the student referral-to-placement process. Among shared responsibilities were making the initial contact with the referring teacher positive and productive, developing the individualized education program (IEP), and encouraging parent attendance at the IEP conference. (Author/JW)
Descriptors: *Disabilities; Due Process; Elementary Education; Individualized Education Programs; Parent School Relationship; *Placement; *Referral; *Resource Teachers; *Role Perception; *Special Education; Special Education Teachers; Teacher Responsibility; Teacher Role
Identifiers: North Carolina

ED279149 EC192112
Educating Students with Learning Problems--A Shared Responsibility. A Report to the Secretary.
Will, Madeleine
Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Nov 1986
26p.
Available from: Clearinghouse on the Handicapped, Education Department, Room 3132, Switzer Bldg., 330 C St., S.W., Washington, DC 20202 (free).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL87
Government: Federal
Target Audience: Policymakers
Developed by the Office of Special Education and Rehabilitative Services (OSERS), this report presents current weaknesses in the education of students with learning problems (those having difficulties learning for any of a variety of reasons) and suggested strategies for correcting those weaknesses. The goal of effective education for all students is noted and progress made since the passage of the Education for All Handicapped Children Act (P.L. 94-142) reviewed. The high dropout and illiteracy rates are indicators of a continuing problem. Special programs may themselves contribute to the problem due to the following features: fragmented approach created by compartmentalized delivery systems, dual administrative arrangements for special and regular programs.
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

stigmatization of students placed in special programs, and frequent transformation of the placement decision into a battleground between parents and school. Recent experience has shown that the most effective solution is to adapt regular programs so that students with learning problems can succeed in the regular classroom. Recommended strategies for assisting the student in the regular class include: (1) increased instructional time; (2) support systems for teachers; (3) empowerment of principals to control all programs and resources at the building level; and (4) new instructional approaches. OSERS is committed to encouraging the partnership of special and regular education and to increase individualization of instruction through support of research and demonstration, personnel preparation, and special studies program priorities. (DB)

Descriptors: *Disabilities; *Educational Policy; Elementary Secondary Education; Federal Programs; *Government Role; *Instructional Effectiveness; Interdisciplinary Approach; *Mainstreaming; *Needs Assessment; *Special Education

Identifiers: Office of Special Educ Rehabilitative Services *Special Regular Education Interface

EJ331407 EC181824

Educating Children with Learning Problems: A Shared Responsibility.

Will, Madeleine C.

Exceptional Children, v52 n5 p411-15 Feb 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJUN86

The Assistant Secretary for the Office of Special Education and Rehabilitative Services of the U.S. Department of Education, Madeleine Will, discusses problems in educating children with learning difficulties, notes reasons for needed changes, and comments upon the importance of early identification, curriculum based assessment, and parent involvement. (CL)

Descriptors: *Disabilities; Educational Trends; Elementary Secondary Education; *Federal Programs; *Special Education

EJ306842 EC170555

Let Us Pause and Reflect--But Not Too Long.

Will, Madeleine C.

Exceptional Children, v51 n1 p11-16 Sep 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); CONFERENCE PAPER (150)

Journal Announcement: CIJFEB85

The Assistant Secretary for the Office of Special Education and Rehabilitation examines the achievements of special education, looks beyond the traditional services to the disabled and recommends collaboration among human service delivery systems. Barriers to progress in special education are discussed and solutions proposed. (Author/CL)

Descriptors: *Disabilities; Elementary Secondary Education; *Special Education; Trend Analysis

ED232351 EC152631
Local Implementation of PL 94-142: Final Report of a Longitudinal Study.
Wright, Anne R.; And Others
Stanford Research Inst., Menlo Park, CA. Social Sciences Center.
Dec 1982
227p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Contract No.: 300-78-0030
Report No.: SRI-P-7124
Available from: SRI International, Social Sciences Center, 333 Ravenswood Ave., Menlo Park, CA 94025 ($13.00).
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC83
Results are provided from a longitudinal study of 16 local education agencies (LEAs) implementing P.L. 94-142 (the Education for All Handicapped Children Act) over the past four school years. Findings are based primarily on interviews with LEA personnel and community professionals. Results are presented according to the following general topics (sample subtopics in parentheses); (1) procedures and training (child find activities, prereferral screening and intervention activities, parent notice and consent procedures, multidisciplinary evaluation and reevaluation, least restrictive environment, and procedures related to individualized education programs); (2) scope and comprehensiveness of special education and related services (changes in range of handicapping conditions served, and changes related to least restrictive environment provision); (3) sequence of implementation of P.L. 94-142 (procedural changes and variation in the sequence of implementing P.L. 94-142); (4) the overall effects of P.L. 94-142 (on local personnel, parents, and children); and (5) consideration of the factors affecting P.L. 94-142 implementation (including federal and state mandates and court cases). It is concluded that services have improved and that special education at the local level has increased in scope and comprehensiveness, but that lack of resources have hindered the full realization of P.L. 94-142. (CL)
Descriptors: Case Studies; *Compliance (Legal); *Disabilities; Elementary Secondary Education; *Federal Legislation; Longitudinal Studies; *Program Implementation; *School Districts
Identifiers: *Education for All Handicapped Children Act

DIALOG File 1: ERIC - 66-90/FEB.

EJ288222 EC160156
Generalizations from Five Years of Research on Assessment and Decision Making: The University of Minnesota Institute.
Ysseldyke, James E.; And Others
Exceptional Education Quarterly, v4 n1 p75-93 Spr 1983
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJFEB84
The Minnesota Institute studied the assessment of LD (learning disability) children, including such topics as characteristics of referred children and of those found eligible for special education placement, methods of planning instructional interventions, evaluations of the extent to which children profited from instruction, and of effectiveness of specific programs. (Author/CL)
Descriptors: Elementary Secondary Education; *Evaluation Methods; *Learning Disabilities; *Program Effectiveness; *Student Evaluation
Identifiers: *University Minnesota Inst Learning Disabilities

ED228828 EC151686
Generalizations from Five Years of Research on Assessment and Decision Making.
Ysseldyke, James E.; And Others
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Nov 1982
40p.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Contract No.: 300-80-0622
Report No.: IRLD-RR-100
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIESEP83
Target Audience: Practitioners
Five years of research findings on assessment and decision making for learning disabled (LD) students are summarized through 14 generalizations. the generalizations deal with five issues: which students to refer for psychoeducational evaluation; which students to declare eligible for LD services; how to plan specific instructional interventions for individuals; how to evaluate the extent to which pupils are profiting from instruction; and how to evaluate the effectiveness of particular instructional programs. Data supporting each generalization are described briefly. Among implications are the needs to consider alternative approaches, to adopt an ecological model of students' learning and behavioral problems in educational settings, and to spend more time and resources in teaching and instructing rather than in testing and labeling. (Author/CL)
Descriptors: *Decision Making; Elementary Secondary

Education; Eligibility; *Evaluation Methods; *Learning Disabilities; Program Evaluation; *Referral; *Student Evaluation

ED294410 EC210334

Implementation of the Education of the Handicapped Act Public Law 94-142 . Tenth Annual Report to Congress.

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

1988

434p.; For the Ninth Annual Report and Executive Summary, see ED 283 355-356.

EDRS Price - MF01/PC18 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEOCT88

Government: Federal

Target Audience: Policymakers

This tenth annual report to Congress reviews implementation of the Education of the Handicapped Act (Public Law 94-142). Chapter I provides national statistics on numbers of children receiving special education and related services, numbers of children with handicaps receiving special education in various settings, and the numbers of school personnel available and needed to provide such services. The child count information is for school year 1986-87, whereas the information on setting and personnel is for school year 1985-86. Chapter II presents a discussion of circumstances under which students with handicaps exit from school, such as graduating, reaching maximum age, or dropping out. The chapter contrasts data for students with handicaps with data for nonhandicapped students. Data on the services students with handicaps are anticipated to need after leaving school are also presented. Chapter III focuses on the provision of services to infants, toddlers, and preschool children with handicaps. Extensive information is provided regarding the activities of the various discretionary and entitlement programs (especially Public Law 99-4567) with regard to young children. The chapter includes descriptions of projects funded for statewide planning, knowledge production, model development and replication, personnel development, and technical assistance. Chapter IV responds to the mandate to provide the results of federal monitoring of the state administration of the Education of the Handicapped Act. In addition, this chapter provides results of projects funded under the State/Federal Evaluation Studies Program. Descriptions of ongoing Congressionally-mandated studies are also included. Extensive appendixes and tables provide statistical data supporting the text. (DB)

Descriptors: *Compliance (Legal); Delivery Systems; Demonstration Programs; *Disabilities; Early Childhood Education; *Educational Legislation; Educational Trends; Elementary Secondary Education; Federal Legislation; Incidence

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

; Infants; Models; *Pupil Personnel Services; *Special Education; Statistical Data; Teacher Supply and Demand; Technical Assistance; Trend Analysis
Identifiers: Education for All Handicapped Children Act; Education of the Handicapped Act Amendments 1986

ED278188 EC191733
Issues and Recommendations: A Report of the Learning Disabilities Task Force on Definition, Criteria and Identification Procedures.
Iowa State Dept. of Education, Des Moines. Bureau of Special Education.
1986
20p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEJUN87
Government: State
Target Audience: Policymakers
The report, developed by a special Iowa task force, examined issues of definition, criteria, and identification procedures for learning disabilities as a point of departure for the examination of current practices affecting learning disabled students in Iowa. The committee's working definintion of learning disabilities is presented as a basis for further discussion. Issues of definition and identification considered include the transition from a conceptual to an operational definition, problems in operationalizing the discrepancy between ability and achievement, problems with tests, objective versus subjective information, differentiation from other influences on learning, the acceptability of learning disabilities, and difficulties with predicting performance. Aspects of the service delivery system discussed are the need for role clarification of regular and special education, the lack of quality pre-referral activities, overemphasis on the identification of learning disabilities at the expense of data interpretation and program development, problems in determining the best environment for a student, and financial considerations. Among seven task force recommendations are: that the state's current rule on learning disabilities not be changed at the present time; that the current procedural manual on the identification of students with learning disabilities be revised; and that special education personnel provide direct assistance to general education staff in serving special needs students within the general education program. (DB)
Descriptors: *Definitions; *Delivery Systems; Elementary Secondary Education; Eligibility; Financial Policy; *Handicap Identification; *Learning Disabilities; Student Placement; Testing Problems
Identifiers: Iowa

ED268753 EC182357
Special Education Council Mainstreaming Study, 1984.
Saint Paul Public Schools, Minn.
Nov 1984
88p.; Report of the "Task Force on Mainstreaming" to the Special Education Council. A tutorial based on this document entitled "Mainstreaming: How It Is Viewed by Teachers, Administrators, and Parents" was presented at the Annual Meeting of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986). Appendix is barely legible.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIESEP86
The task force report describes development and results of a questionnaire on mainstreaming completed by 122 parents of special education students and 458 regular and special education teachers, administrators, and support staff. Findings include the following: special education staff are seen as the most interested, knowledgeable, and supportive of mainstreaming although implementation responsibility of mainstreaming falls on regular educators; class size and teacher workloads are of great concern; regular educators are more concerned with the effects of mainstreaming on regular education students and consider the teacher's attitude less important to the special student's success; and special educators are more concerned about mainstreaming effects on the special education student and generally view the teacher's attitude as critical to student success. Recommendations are offered regarding student count, staffing patterns and needs, inservice education needs, and suggested strategies for improving communication, attitudes, and competencies. An appendix supplies responses to a question on concerns about mainstreaming. (CL)
Descriptors: *Administrator Attitudes; *Disabilities; Elementary Secondary Education; *Mainstreaming; *Parent Attitudes; Success; *Teacher Attitudes; *Teacher Role
Identifiers: *Minnesota (Saint Paul)

ED267580 EC182724
Implementation of the Education of the Handicapped Act Public Law 94-142 . Eighth Annual Report to Congress. Volume I.
Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.
1986
391p.; For other annual reports in this series, see ED 245 526, ED 231 179, ED 215 553-554, ED 179 070, ED 175 196, and ED 254 056. Volume II, an index of Special Education Programs discretionary grants and contracts for fiscal year 1985, is not available from ERIC.
EDRS Price - MF01/PC16 Plus Postage.
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAUG86
Government: Federal

The report examines the progress made in implementing the requirements mandated by the Education of the Handicapped Act, as amended by PL 98-199, with a specific focus on activities during school year 1984-85. Data are presented regarding four major topics: (1) students receiving a free appropriate public education (factors associated with serving handicapped children who have complex needs); (2) the implementation of key provisions of the act assuring the rights of handicapped children (69% of all handicapped children reported by the states received most of their educational program in regular classes, more special education teachers and related services personnel are reported to be needed in every category); (3) assisting states and local agencies in educating all handicapped children (financial assistance figures are given for the EHA-B State Grant Program, and Special Education Programs' state program review procedures are described), and (4) efforts to assess and assure the effectiveness of programs educating handicapped children (a majority of states are in initial stages of implementing program evaluation practices). Extensive appendixes include a description of early education state grants and data tables for child count, personnel, and least restrictive environment. (CL)

Descriptors: *Compliance (Legal); *Disabilities; Elementary Secondary Education; Equal Education; Federal Aid; *Federal Legislation; Government Role; *Handicap Identification; *Program Evaluation; *Program Implementation; Referral; Screening Tests; State Aid; State Programs

Identifiers: *Education for All Handicapped Children Act; *Education of the Handicapped Act 1970

ED258433 EC180203

Handbook on Mainstreaming: Nonacademic Activities.

New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.
Feb 1982
48p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New York
Journal Announcement: RIENOV85
Target Audience: Practitioners

The handbook provides broad guidelines, suggestions, and descriptions of effective mainstreaming practices in New York City Public Schools. An initial section reviews factors related to successful mainstreaming, including effective school environment, strong administrative leadership, and parental involvement. Eight general principles for implementation are considered, including establishing and defining the necessary behaviors for all students, identifying staff responsibilities and preparing parents, outlining safety

features for participation, and familiarizing staff and children on student needs. Responsibilities are listed for school administrators, special education teachers, regular education teachers, the Division of Special Education Supervisor, and general school staff. Activity suggestions are offered for facilitating mainstreaming in lunch, assemblies, trips, and special events. Activities are presented for elementary and junior high levels and high school levels. Information is given regarding program and safety considerations, strategies for accomplishing activities, and special considerations in regard to specific students. The guide concludes with a listing of resources on mainstreaming (training materials, books for teachers and students, filmstrips, films and videotapes, and kits). (CL)

Descriptors: Administrator Role; *Disabilities; Elementary Secondary Education; Learning Activities; *Mainstreaming; *Program Implementation; Safety; *Staff Role; *Student Attitudes; Teacher Responsibility; Teacher Role

Identifiers: *New York City Board Of Education

ED218821 EC142773

Barriers to Full Participation of Lower Socioeconomic Parents of Special Education Students in School Activities.

San Diego State Univ., CA. Dept. of Special Education.

Mar 1981

120p.

Sponsoring Agency: California State Dept. of Education, Sacramento.

Grant No.: 37-3062-80-3293-7100

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; California

Journal Announcement: RIEDEC82

Government: State

Target Audience: Practitioners

The study, involving 160 families, was designed to identify the barriers that lower socioeconomic parents of special education students encounter when they attempt to participate in their child's educational program and to develop a handbook of ideas based on parents' suggestions for overcoming those barriers. Interviews were conducted with parents and teachers in seven areas: level of participation in school site activities, extent of participation in educational decision making, difference in participation related to placement, special education compared to regular education parent participation, barriers to parental participation identified by parents, barriers identified by teachers, and strategies and activities recommended by parents. Among major findings were that parents of learning disabled students participated less than parents of physically or severely handicapped students, and barriers to participation identified by parents varied slightly with ethnicity but most barriers were

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

consistent across all groups. Appendixes, which make up more than half the document, include interview forms, letters, and consent forms. (SB)

Descriptors: *Disabilities; Elementary Secondary Education; *Lower Class; *Parent Attitudes; *Parent Participation; Questionnaires; *Teacher Attitudes

ED181577 EA012374

A Survey of Special Education Costs in Local School Districts. An Assessment of the Local Impact of the Education for All Handicapped Children Act, P.L. 94-142.

National School Boards Association, Washington, D.C.

Jun 1979

37p.

Available from: National School Boards Association, Office of Federal Relations, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007 ($5.00 prepaid)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUN80

This survey, collected during February and March 1979, assessed the costs imposed on school districts by the special education needs of the handicapped, especially the costs incurred in response to P.L. 94-142, the Education for All Handicapped Children Act. Usable questionnaires were returned by 261 local school districts (enrolling 11 percent of the total national enrollment) from around the country. Findings included the following: (1) Cost differentials between special education and regular programs will continue to widen. (2) Most school districts must place some handicapped students in instructional settings outside the district's facilities. (3) Small districts must place a larger percentage of handicapped pupils outside the district than do large districts. (4) Local school districts identify federal mandates as the most significant factor contributing to rising special education costs. (5) The cost ratio between the education of the handicapped and regular education is at least two to one. (6) The respondents identified an average of approximately 9 percent of their total enrollment as in need of special education services, with the number ranging from 1 percent to 22 percent. (Author/JM)

Descriptors: Comparative Analysis; Federal Legislation; *Handicapped Students; *National Surveys; *Program Costs; School Districts; *Special Education

Identifiers: *Education for All Handicapped Children Act

ED176451 EC120453

Service Delivery Assessment. Education for the Handicapped, Regions VIII and X with I, IV, V, VI, IX.

Department of Health, Education, and Welfare, Washington, D.C.

May 1979

20p.

EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEFEB80
The report examines reasons for widely different proportions of handicapped children identified in 24 local school districts across six states and surveys the implementation of special education programs in those districts. Interviews are said to have been conducted with over 1000 persons, including students, teachers, parents, administrators, and advocacy group representatives. Among findings concerning identification of children are data collection problems, variation in diagnosis and resource availability, and delays in federal approval of state plans. The second part of the report addresses the status of special education today, with analysis of eight problems (such as inadequate resources, isolation of regular and special education, artifical and arbitrary eligibility requirements for special education, and implementation problems with individualized education plans and least restrictive environment principles). Issues briefly covered include identification of minority students, deinstitutionalization, and regular teacher education. (CL)
Descriptors: Clinical Diagnosis; Elementary Secondary Education; *Handicapped Children; *Identification; Individualized Programs; Program Effectiveness; Program Evaluation; *Special Education; State of the Art Reviews; Surveys

ED156663 SP012848
A Teacher's Reference Guide to PL 94-142. INFOPAC No. 11.
National Education Association, Washington, D.C. Div. of Instruction and Professional Development.
1978
56p.
Available from: National Education Association Distribution Center, The Academic Building, West Haven, Connecticut 06516 ($3.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV78
Target Audience: Practitioners
Major provisions of Public Law 94-142, the Education for All Handicapped Children Act, are cited and discussed in this guide for teacher association leaders and staff. The role of local and state educational agencies in providing a free, appropriate, public education for handicapped students and methods for involving teachers, their associations, and parents in this effort are investigated. Relevant passages from Section 504 of the Rehabilitation Act of 1973 (a civil rights law addressing, among others, the topic of education) and of PL 94-142, as well as supporting regulations for each of the Acts, are highlighted. The document is divided into four sections devoted to: (1) general provisions of PL 94-142
(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

purpose, definition of terms, priorities, relationship between PL 94-142 and Section 504; (2) providing a free, appropriate, public education for handicapped childrenpreplacement evaluation, evaluation timeliness, individualized education programs (IEPs), placement in least restrictive environments, teacher appeals of placement, physical education for the handicapped, learning materials, school district liability for educational services; (3) special teacher concernsclass size, personnel, compliance procedures, student attitudes, elimination of physical barriers, coordination of regular and special education programs, inservice education, teacher association involvement; (4) rights of parents of handicapped children-parent participation in the IEP, independent evaluation, parental consent and notification, confidentiality of information, and procedural due process rights of parents. (MJB)

Descriptors: *Administrator Guides; Administrator Role; *Exceptional Child Education; *Handicapped Children; *Mainstreaming; Parent Role; *Reference Materials; Student Evaluation; Student Placement; Teacher Role; *Teaching Guides

Identifiers: Parent Rights; *Public Law 94-142; Rehabilitation Act 1973

ED153365# EA010552

School Size and Pupil Costs Reviewed for 1977-78. 1978 APS Planning Document 2.

Albuquerque Public Schools, N. Mex.

1978

59p.; For a related document, see ED 114 908

Available from: Director of Organization, Analysis and Research, Albuquerque Public Schools, P.O. Box 25704, Albuquerque, New Mexico 87125 ($6.50; 10% discount for 6 or more copies)

Document Not Available from EDRS.

Language: ENGLISH

Document Type: STATISTICAL MATERIAL (110)

Journal Announcement: RIESEP78

This basic planning document is intended for use by the Albuquerque, New Mexico, board of education and school district administrative staff for educational programming and more effective utilization of school facilities. The results of this study tend to confirm previously established relationships between school population size and the cost of operating the schools as reflected in annual per pupil expenditures. Minimum and maximum school sizes based solely on economic considerations are intended to serve as guidelines for investigating individual school operations. The 1977-78 data presented here indicate a continuing enrollment decline in most Albuquerque schools. Tables of statistical data cover school size and pupil costs plus special education costs, school size and occupancy rates plus administrative and instructional costs, regular and special education student transportation costs, and summary data for elementary, junior high, and senior high schools. (Author/DS)

Descriptors: Declining Enrollment; Educational Facilities; *Educational Planning; Elementary Schools; Elementary

Secondary Education; *Enrollment Rate; Expenditure Per Student ; High Schools; Junior High Schools; School Districts; *School District Spending; *School Size; *School Statistics; Special Schools; *Student Costs; Tables (Data)
Identifiers: *Albuquerque Public Schools NM

SECTION V

ECER Abstracts

DIALOG File 54: ECER/EXCEP CHILD - 66-90/FEB

EC192221
A Study of Certain Characteristics of Successful Mainstreaming.
Bright, Esther
1986- 116P.
NOTE: The University of Michigan.
UMI, P.O. Box 1346, Ann Arbor, MI 48106 Order No. Order No. DA8702691.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 041; 143;

No abstract.

DESCRIPTORS: *Disabilities; Elementary Secondary Education; *Mainstreaming; *Success; Attitudes;

EC142458 ED
A Legal Perspective of Special Education: A Review.
Brulle, Andrew R.; Barton, Lyle E.
[80] 40P.
DOCUMENT TYPE: 070;
GEOGRAPHIC SOURCE: U.S.; Illinois

The literature review addresses the assessment, placement, treatment, and employment rights of the handicapped in relation to their implications for teachers, administrators, and university personnel. Assessment is considered in terms of eligibility criteria/definitions of handicapping conditions, responsibility for assessment, fair and appropriate assessment, and independent evaluations. A section on placement reviews past and present litigation concerning appropriate educational placement of exceptional children, looks at litigation specific to the least restrictive environment concept, and discusses the provision of educational services in light of recent judicial decisions. Another section focuses on the right to treatment, the right to an education, specific details regarding treatment, behaviorism, and legal procedures to be followed before the utilization of behavioral techniques (such as aversive treatment, punishment, shock or drug therapy, restraint, and timeout). A final section looks at employment with attention to past legislation, litigation related to discrimination, and occupational qualifications. Among the pieces of legislation cited are P.L. 94-142 (the Education for All Handicapped Children Act) and the Rehabilitation Act of 1973, Section 504. (SB)

DESCRIPTORS: *Disabilities; *Federal Legislation; *Court Litigation; *Civil Liberties; Elementary Secondary Education; Student Evaluation; Handicap Identification; Eligibility; Definitions; Student Placement; Mainstreaming; Legal Problems Behavior Modification; Employment; Social Discrimination;
IDENTIFIERS: Education for All Handicapped Children Act; Rehabilitation Act 1973 (Section 504);

EC120034
Reforming Special Education: Policy Implementation from State Level to Street Level.
Weatherley, Richard A.
1979- 187P.
Available from The MIT Press, 28 Carleton Street, Cambridge, Massachusetts 02142 ($15.00)
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 090;

The book focuses on Massachusetts' innovative special education reform law, Chapter 766, and suggests that such an ostensibly equitable policy can produce a biased distribution of public benefits favoring affluent clients. An initial chapter is devoted to the background, passage, and implementation of Chapter 766. Through examination of three state school systems and seven schools within those systems, the book discusses individual and community wealth as factors in the allocation of funds. It is pointed out that affluent districts often fare better than poor ones because they have the resources and sophistication to challenge funding decisions. Bureaucrats charged with implementing changes are seen to be victimized by the new laws which lack of resources prevent them from putting into effect. The street level bureaucrat is thus said to become a policy maker through distortion of the policy. Teacher reaction to the law and to the individualized education program process is discussed. Implications of the law on mainstreaming, identification, increased educational services, and use of labeling are discussed. The author concludes that policy initiatives must take into account potential effects on the daily work routines of those charged with implementing them. (CL)

DESCRIPTORS: *Disabilities; *Public Policy; Special Education; Educational Legislation; *State Legislation; *Socioeconomic Influences; *Political Influences; *Bureaucracy;
IDENTIFIERS: *Chapter 766; Massachusetts;

SECTION VI

Resources Not Currently in the Databases

RESOURCES NOT CURRENTLY IN THE DATABASES

Asch, A. (1989). Has the law made a difference? What some disabled students have to say. In D.K. Lipsky & A. Gartner (Eds.), *Beyond separate education: Quality education for all* (pp. 181–205). Baltimore, MD: Paul H. Brookes.

Gerber, M.M. (1987). Application of cognitive-behavioral training methods to teach basic skills to mildly handicapped elementary school students. In M.C. Wang, M.C. Reynolds, & H. J. Walberg (Eds.), *Handbook of special education: Research and practice* (pp. 167–186). Oxford, England: Pergamon Press.

Gerber, M.M., & Levine-Donnerstein. (1989). Educating all children: Ten years later. *Exceptional Children, 56*(1), 17–27.

Gerber, M.M., & Semmel, M.I. (1984). Teacher as imperfect test: Reconceptualizing the referral process. *Educational Psychologist, 19*, 137–148.

Skrtic, T.M. (1987, April 21). *Preconditions for merger: An organizational analysis of special education reform.* Paper presented at the symposium "Prenuptial Agreements Necessary for Wedding Special Education and General Education," annual meeting of the American Education Research Association, Washington, DC.

Skrtic, T.M. (1990). *Behind special education: A critical analysis of professional knowledge and school organization.* Denver: Love Publishing.

Walker, L.J. (1987). Procedural rights in the wrong system: Special education is not enough. In A. Gartner & T. Joe (Eds.), *Images of the disabled/disabling images.* New York: Praeger.

Wang, M.C., Reynolds, M.C., & Walberg, H.J. (1987). *Handbook of special education: Research and practice (Vol. I: Learner Characteristics and Adaptive Education).* Oxford, England: Pergamon Press.